

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> Football team established and ready to join the league next academic year after playing friendly matches More opportunities across both sites for extra-curricular activities offered – internal and external staff and a wider range of activity Increase in After School club attendance for Autumn and Spring terms. All Sports Ambassadors working across school supporting KS1 lessons and after school clubs Year 5 Sports Ambassadors working with Year 3 ‘least active’ children to engage in more activity New Skills and knowledge document and planning documents in place. | <ul style="list-style-type: none"> Improve take up at after school clubs particularly at Upper KS2 at the Kersall Drive Campus Aim for the Gold School Games standard – with more participation at competitions and in events with different classifications. Enable more opportunities for all children to participate in extra-curricular sport activities. Establish sports teams at the Kersall Drive Campus – Plans in place for Football team for 2020-21 Ensure the Sport Ambassador roles across each campus are maximised across school and new ambassadors are recruited and trained. Further develop Staff skills in planning and delivering high quality PE sessions |

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| Meeting national curriculum requirements for swimming and water safety. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. | 62% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 62% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 25% |

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| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | YES £1808 |
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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

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| Academic Year: 2019/20 | | Total fund allocated: £20401.00 | | Date Updated: September 2020 | |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: |
| | | | | | 25% |
| Intent | Implementation | | Impact | | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | | Sustainability and suggested next steps: |
| All pupils to have two quality PE sessions a week Opportunities for physical movement to be built into lessons whenever possible To embed daily run challenge across both sites A wider range of after schools clubs on offer at across both sites. Outdoor play and learning enhanced: | Sports coach timetabled to work with most classes once a week at Kersall Drive(3.5 days a week). Pathway document produced to assist teachers planning in 2020-21. Create school record to share with each class Sports coach to deliver more after | Sports coach to teach 3.5 days and deliver 4x after school clubs weekly. (KD) £3900 Pythian Club £1000 | All children made progress. Progression evident from acquiring to applying skills. Children who cannot access after school clubs identified for lunchtime activity (Scotland Road Campus) <i>Curtailed during Covid-19 crisis</i> Children aware of the value of regular exercise. | | Twice weekly PE sessions across school. Seeking to apply active classroom ideas. Build more physical activity into other lessons. Ensure extra lunchtime activity for those not attending after school clubs. Become part of daily timetable. |

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| upgraded equipment and resources to access Introduce physical activity other than sport. | school clubs increase to 4 x week (Kersall Drie Campus). Variations to after school club offers (Scotland Road Campus). Physical activity card tracker to stamp when 3 lots of 30mins activity completed outside of school. | Subscription to I-moves £99 | Children exposed to a wider variety of games. Opportunities to use past learning in new contexts. Children beginning to seek extra-curricular physical activity, eg walk to school, gardening, cubs, brownies. Helps recognise healthy lifestyle. | Maintain and share new activities via an assembly. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 31% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Pupils to attend variety of School Sports events covering key areas of attainment, development and participation. | Increase variety and balance of events. Select children for inclusive events by invitation. | Transport costs for competitions provided through school budget | Events entered and achievement recognised by certificate presentation in assemblies. Twitter feed evidence of participation and achievements A wider range of events entered into. | Continue to build links made with local schools and University for continued access to sporting competitions. To enter b and c team events and a wider range of sporting events. Participate in the inclusive events. |
| To achieve the Silver / Gold school games award | Ensure entry to meet requirement across all classifications of events | | Curtailed during Covid-19 crisis | Tailor after school clubs to allow preparation for events Continue to ensure we enter sporting events in a variety of classifications. |
| To aim for a wider range of children representing school in sporting fixtures and not the same sporty children each time | Enter more participation / inclusive events rather than all competitive | | A wider range of children are representing school at events. | Choose a range of abilities of children and keep records of attendees |
| Afterschool and lunch clubs to target non-participating and pupil premium | Afterschool club registers monitored to identify target pupils | School staff run afterschool clubs | Pupil voice responses in support or otherwise of clubs | Pupil voice questionnaire to ensure children's views are |

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| pupils | | voluntarily | | accounted for. |
| Build new sports teams e.g. football | Make use of assembly time to promote the football and sports competition teams and fixtures and newsletter reports following event | Coaches fees £3900 Transport to fixtures | Children, parents and staff aware of sporting fixtures, competitions etc we attend. | Update all games on Twitter and the website and school PE notice boards and newsletter reports following event Monitor the impact of the coach and continue next year |
| To engage more pupils in the classroom through sport | Brighter Futures through Sport Charity | Brighter Futures through Sport Charity £2375 | Vulnerable children / SEND /children lacking motivation in the classroom engage more and are refocused through work with sports mentor | |
| Use of Sports Young Ambassadors and coaches to provide lunchtime activities with ks1 and support in PE lessons / after school clubs | Greater emphasis to be put on children to lead activities/lunchtime clubs and after school clubs and to develop their skills as young leaders Timetable Sport Ambassadors to support in KS1 lessons, after school clubs and to offer lunch time activities. | N/A | Use of mentor to run lunch clubs Sports coaches provide sporting lunchtime games suitable for KS2 Targeted at movement sports and rapid activity rate such as dodgeball. | Training for Y5 children in the Autumn term ready to lead in the following September Promote activity sessions/ challenges in assemblies. Focused sport assemblies with inspirational role models to continue to raise the profile of PE and sport across the school Daily mile celebrated Investigate opportunity to resurrect in 2021 to link with postponed Olympics |
| Collaboration with P6P in two major sport events for 2020 | Whole year participation fun run event planned for Y5 April 2020. Whole year participation sports day event for Y3 planned for June 2020. | Event costs for both met by P6P | <i>Events cancelled due to Covid -19 crisis</i> | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--|--|---|
| | | | | 5% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>All teaching staff have access to coaching and support from the Sports coach / 2 PE co-ordinators to improve their teaching, planning and assessment for PE and ensure they teach PE at least once a week.</p> <p>To ensure character and resilience is covered in PE</p> <p>Have a skills ladder for all staff to use to see progress and expectations across year groups</p> <p>Staff have access to training to ensure safe delivery of sessions (hall equipment)</p> | <p>Identify areas of weakness using a skills audit. Liaise with SLT to ensure staff meeting time is allocated in order to disseminate key information to staff. A Shepherd to book onto course</p> <p>Use the metacognition super heroes in PE lessons and embed. Children given opportunities in PE for decision making. Create new skills and knowledge documents and curriculum plans.</p> <p>PE co-ordinators available to provide training on equipment in the hall.</p> | <p>PE teacher and sports coach weekly Andrew Shepherd – course fee £1000</p> <p>Staff meeting time</p> | <p>As a result of good leadership in the subject and confident and knowledgeable staff, all pupils made good or better progress, building on prior achievement, evidenced on the assessments on share point for all to access. Questionnaire feedback. Information shared with all staff at staff meetings from Conference and network meetings Children's character and resilience increased alongside their thinking and decision making, commitment and desire to improve Skills ladders are used as assessment tools and to support planning and provision New documents now created and on sharepoint</p> <p>Staff are aware and updated regularly about how to use the hall equipment (setting up/putting away) safely. Equipment is safety checked annually</p> | <p>The subject leader will be allocated staff meeting time to ensure all staff are kept up to date and that new staff are inducted. Arrange staff meeting time for early Autumn term. Updates from Sports Conference and network meetings shared and added to Sharepoint.</p> <p>Use of the metacognition super heroes to embed skills in PE</p> <p>New documents shared with all staff and used by all.</p> <p>Ongoing training provided / support available for all new staff</p> |

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| Water safety assembly | Book water safety assembly through College Street | | and before each use. Assembly booked in the diary, all children educated on water safety | Ensure safety assembly is rearranged for autumn term 2020 for all children. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intent | Implementation | | Impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Additional achievements: To develop a wide range of extra-curricular clubs led by school staff and external coaches and develop links with local clubs. Introduce new sports activities to the clubs timetable | Offer specific sport extra-curricular clubs after school, in order for children to nurture and develop their interests. Build upon external clubs offered Use findings from pupil voice to identify children’s interests. | Sport coaches £3900 Dance teacher £6397 Pythian £1000 External coaches African dance workshop for Year3 and 4 Jumpstart dance workshop KS2 | Pythian boxing club at Scotland Road Different clubs on offer compared to last year and in response to parent and pupil questionnaires % extra curricular physical activity in each Yr Group 2019-2020 Kersall Drive <table><tr><td>Y1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td><td>Y6</td></tr><tr><td>61</td><td>66</td><td>58</td><td>69</td><td>41</td><td>n/a</td></tr></table> Scotland Road <table><tr><td>Y1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td><td>Y6</td></tr><tr><td>53</td><td>46</td><td>67</td><td>53</td><td>48</td><td>59</td></tr></table> Overall combined <table><tr><td>Y1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td><td>Y6</td></tr><tr><td>63</td><td>61</td><td>61</td><td>67</td><td>64</td><td>80</td></tr></table> <i>Curtailed during Covid-19 crisis</i> | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | 61 | 66 | 58 | 69 | 41 | n/a | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | 53 | 46 | 67 | 53 | 48 | 59 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | 63 | 61 | 61 | 67 | 64 | 80 | Continue to develop and offer wider ranges of activities offered Continue to encourage uptake of physical activity |
| Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 61 | 66 | 58 | 69 | 41 | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 53 | 46 | 67 | 53 | 48 | 59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 63 | 61 | 61 | 67 | 64 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Lunchtime sports clubs to provide specialized and focused lunchtime clubs and additional sports for pupils run by sports coaches | Identify the least active and offer targeted provision. | | Least active engaged in alternative activities beyond PE | Identify least active / non extra-curricular attenders using data from this year and target next year |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 3% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Annual Sports Day providing opportunity for competitive involvement. | All children to participate in both competitive and fun events from EYFS to Year 6. Design and plan a new format for sports days for both sites. | Rewards for the competitors £116 | Use and improve upon new format introduced this year following feedback from last year.. Scotland Road used Vernon Park. Photos, newsletters and Twitter feed to evidence. Positive feedback from staff, children and parents. | Review new format used to assess whether engagement and participation was increased. Get staff, children's and parent feedback. |
| Opportunities provided for representative and competitive events with different skills | Athletics, cross country, football, tag rugby, sportshall athletics, netball, , swimming opportunities for pupils with mixed abilities, Inclusive sporting events and participation events | Transport, entry fees and staff cover | Great sportsmanship and enthusiasm at festival events with pupils keen to be involved and play a part. P6P Fun Run arranged for all Y5. P6P Sports Day event arranged for all Y3 <i>Curtailed during Covid-19 crisis</i> | To enter b and c teams into events and a wider range of events including the inclusive events. To plan extra-curricular activities to better prepare for competitions. |
| To attend as many competitions as possible | Identify competitions on the calendar we wish to attend and liaise with SLT considering staffing and other school events. Monitor to ensure different chn participate and not the just the more able chn. | Transport, entry fees and staff cover | Competitions this year - Mini Tennis. Cross Country, Tag Rugby, Athletics, Netball More awareness amongst the children | Develop timetable for other competitive opportunities between campuses through the school year e.g.. interschool football, basketball, netball matches Maximise the opportunity for free bus travel across the city where possible. |
| To arrange more intra competitions within school | Sports days Tournaments between year groups and classes | Stickers / ribbon | Mini class / phase tournaments held at the end of each block with the sports coaches. Successful sport days across all phases June 2019. | More intra competitions to be timetabled. Maximise Olympics 2020 opportunities / links |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |