

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST



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

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All children access two quality PE lessons per week. • Reception - Year 6 children completing the Fit Fifteen daily. • Pupil Voice used to influence the purchase of resources. • KS2 Playground Leaders have successfully implemented a varied timetable of physical activities to increase the amount of children accessing an active playtime. • Sports coaches introduced a wider range of opportunities for exercise at lunchtime. (Dance and running identified as highlights in pupil voice) • Reduced number of behaviour issues at playtimes due to 'flexi' break times with teacher led physical activities. • Reduced number of behaviour issues at lunchtime due to sports coaches, KS2 Playground Leaders and TA led physical activities. • Use of technology in lessons has allowed for better self and peer evaluation. (Pupil voice and staff questionnaire) • Children's sporting successes celebrated via social media, local publications and in collective worship. Cross Country Running (4 finalists) and Key Steps Gymnastics (3 teams) providing particular highlights. • All staff have been supported by a PE specialist in improving the quality of both PE lessons and active playtimes. 	<ul style="list-style-type: none"> • Ensure sport and exercise is a key aspect of the Recovery Curriculum, particularly as a well-being tool. • Enable a wide range of sport to be accessed in Covid-secure ways. • Further extend the opportunities for children to be active at playtime and lunchtime in Covid secure ways, including the purchase of Bubble play equipment. • Plan competitions between Bubbles and Intra-Bubbles. • Further increase children's physical activity throughout the curriculum, exploring ideas such as active maths through quality CPD. • Increase the profile of Fit Fifteen with special events, competitions and 'personal best' challenges. • Elect a School Sports Council to promote PESSPA across school. • Provide further training to KS2 Playground Leaders. • Utilise social media and the school website to raise the profile of PE. • Utilise PE expert to identify ways to support teachers in delivery of PE lessons and offer CPD. • Improve the assessment of PE in school by working with the JMAT PE expert, utilising the Val Sabin scheme. (Staff questionnaire) • Renew playground markings. (Pupil voice and staff feedback)

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	No

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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £16740	Date Updated: Summer Term	
Due to the COVID 19 pandemic, many of our sport and PE plans were put on hold. All unused funding will be carried forward to 2020-21. This carry forward totals: £9706				
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 4.6%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - To continue to offer a broad range of different physical activities at lunchtimes on a <u>daily</u> basis. - To further increase activity at playtimes through improved provision and organisation of games and activities. 	<ul style="list-style-type: none"> -New sports coach employed to engage pupils in daily activity. -Sports coach to monitor which sports interest the children and offer alternative activities in order to engage more children. Playground Leaders suggested skipping, badminton, table tennis and cross country running. -Year 5 Play Leaders used to raise the profile of sport and physical activity. - Playground equipment available for Play Leaders to deliver activities. - Physical activity co-ordinator appointed to support Playground Leaders to deliver lunchtime activities to increase pupil activity. -Flexible break times used with 	£771.39 (actual spend pre-COVID)	<ul style="list-style-type: none"> -Feedback from pupils has been positive. -Increased numbers of children are taking part in "Active Playtime" activities. -Physical Activity Co-ordinator has continued to have regular meetings with and has shadowed the PE Specialist. She continues to support Year 5 Play Leaders to run organised playtime activities. -Flexible break times have allowed teachers and TAs to work with their own classes, targeting children who are less inclined to 	<ul style="list-style-type: none"> -Funding allows for this to continue next year. Coaches to run intra-bubble competitions. -New KS1 Physical activity co-ordinator appointed. - Ensure new cohort of Playground Leaders are trained and understand their role.

<p>- To provide Foundation and KS1 after-school clubs to increase pupil physical activity.</p>	<p>teachers and TAs leading structured physical activity.</p> <p>-FS and KS1 teachers to deliver an after school sports club.</p>		<p>join in with physical activity.</p> <p>Planned Spring-Summer clubs cancelled due to COVID.</p>	<p>- Offer Foundation Stage and key Stage 1 club opportunities.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>0%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>-To celebrate sporting successes regularly in whole school collective worship, through social media and newsletters.</p> <p>-KS2 children given opportunity to develop leadership skills and promote PE through Playground Leading.</p>	<p>-Provide staff with time and equipment to post regular social media updates.</p> <p>-Include a school sporting achievement in each newsletter.</p> <p>-Share successes with parents via ClassDojo.</p> <p>-Include successes in the local paper.</p> <p>- Advertise and hold interviews for Y5 Playground Leaders.</p> <p>- Hold regular meetings and have Playground Leaders involved with whole school events e.g. Sports Day</p>	<p>£0</p>	<p>- Twitter, Facebook and ClassDojo regularly used to celebrate PESSPA.</p> <p>- Newsletters and Local Paper share achievements of individuals, teams and whole school.</p> <p>- Playground Leaders 'employed' and used to provide daily opportunities for activity.</p>	<p>- Develop a sports council to lead development of PESSPA in school.</p> <p>-Create a sporting successes display board to celebrate achievement.</p> <p>- Complete a termly review of pupil well-being including a review of who takes part in sport and who doesn't.</p> <p>- Develop an award for intra-school sporting competitions.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- To continue to improve the planning, teaching and assessment of PE lessons in school.</p> <p>-To provide relevant CPD to increase staff confidence in teaching PE lessons.</p>	<p>- P.E. specialist to work with all staff, tracking weekly P.E. lessons from planning to delivery.</p> <p>- Support staff in implementing the Val Sabin P.E. scheme.</p> <p>-P.E. specialist to support teaching staff in assessing children's attainment and progress. Gaps analysis used to tailor next steps.</p> <p>- All staff to attend EIS days (Olympics and Qatar) to access a wide variety of sporting activities.</p> <p>- Teaching and support staff provided with the opportunity to work with P.E. specialist teacher to continue building confidence and knowledge in a wider range of sports.</p> <p>- P.E. co-ordinator to visit other JMAT schools to observe successful promotion of activity.</p>	<p>£6000</p> <p>£129 (actual spend pre-COVID)</p>	<p>- Staff using PE Milestones Assessment grids to monitor pupil progress.</p> <p>-Val Sabin P.E. scheme being used successfully. Further training to be accessed in 2020-21 in line with Covid restrictions.</p> <p>- Staff offering a wider range of sporting opportunities.</p>	<p>- Track attainment in PE when compared with core subjects at expected and greater depth (2019-20 data incomplete due to closure).</p> <p>- Provide training for new staff member.</p> <p>-Audit new staff knowledge and confidence through questionnaire.</p> <p>- Provide further training opportunities.</p> <p>-P.E. co-ordinator to visit other JMAT schools to observe successful promotion of activity as planned visits did not happen due to Covid.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>- To offer a variety of sports and physical activities at lunchtimes.</p> <p>-To provide a wider range of afterschool clubs to target children's different interests.</p> <p>- To give KS1 and KS2 children opportunity to take part in a range of sports in an internationally renowned venue.</p> <p>-To make a wider range of P.E. equipment available so pupils can access a broad PE curriculum.</p>	<p>-Lunchtime sports coach trained in delivering a wide range of sports based on children's interests.</p> <p>- Use Pupil Voice to inform the clubs offered.</p> <p>- P.E. specialist to co-ordinate the Mini Olympics events for both KS1 & KS2 at the English Institute of Sport in Sheffield.</p> <p>- Y3/4 to attend Sheffield FC/Qatar sports event at the EIS.</p> <p>- Purchase new resources for PE lessons and active breaktimes.</p>	<p>£133.77 (actual spend pre-COVID)</p>	<p>-Increased number of pupils accessing lunchtime activity.</p> <p>-Just Dance club well attended.</p> <p>-Planned Spring-Summer after school clubs cancelled due to COVID.</p> <p>- Mini Olympics cancelled due to COVID.</p> <p>- All Y3/4 children attended the Sheffield FC/Qatar event, accessing a wide variety of physical activities including boxing and high jump.</p> <p>-Children accessing a much wider range of sports than before.</p> <p>- Increased participation in physical activity due to the wider range of equipment being used in flexi-break times and active lunchtimes.</p>	<p>-Continue to explore opportunities available to include all children.</p> <p>-Renew playground line markings.</p> <p>-Identify target groups of children who aren't attending lunchtime activities and after-school clubs and find out why they are not accessing these and ways to help them become more active.</p> <p>- Mini Olympics attended by all students if possible (remotely?).</p> <p>-Replace broken equipment.</p> <p>-Purchase additional equipment based on interest.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p>0%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>- To provide children with opportunities to take part in a wide variety of competitions.</p> <p>-To explore ways of providing further intra school sporting competitions</p>	<p>-P.E. Specialist to co-ordinate the JMAT Cluster Sports Calendar and support us in accessing as many competitions as possible.</p> <p>- P.E. Specialist will find ways to encourage more KS1 children to take part in competitive sport.</p> <p>- The school will look at introducing further intra school sporting opportunities for all pupils.</p>	<p>£0</p>	<p>-20 KS2 children took part in the JMAT cross country running competition.</p> <p>-4 children went to the Rotherham cross country running finals.</p> <p>-3 Gymnastics teams entered the JMAT Key Steps competition.</p> <p>- Year 3 and 4 children attended the Sheffield FC/Qatar sporting event at the EIS, competing against children from other schools.</p>	<p>Look into how we can attend more JMAT sporting competitions where possible (team size etc). Remote competitions may be beneficial.</p> <p>Introduce half termly Intra School Sporting Competitions.</p>
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