

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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:
<ul style="list-style-type: none"> ● Gold Sports Mark awarded for 4th consecutive year ● Modeshift STARS Silver accreditation achieved in Autumn 2019-2020 ● Ensured playtimes were active by training and equipping Year 6 pupils as play leaders ● Ensuring all children can participate in PE sessions by purchasing spare PE kits that are readily available ● New PE coordinator audited resources (supply teacher cover) ● New PE coordinator organised inter school competitions (supply cover) ● Additional cover provided to release PE coordinator to attend sporting events ● Range of extra- curricular Key Stage One and Key Stage Two opportunities provided- including dance, basketball, karate ● Staff given opportunity to sign up for a range of CPD opportunities ● Gymnastics Club throughout school including badge scheme ● Karate lessons for Y2 – Y6 pupils including gradings ● 5 competitions and events organised by Arches attended in the academic year 2019-2020 	<ul style="list-style-type: none"> ● Monitor the activities and extra-curricular sporting events that all pupils attend. Use this data to target inactive and vulnerable pupils ● Target inactive/vulnerable children by creating a ‘Change for Life’ club. ● Promote healthy eating by running a healthy food club with families ● Promote ‘healthy schools week’ by running different activity ‘taster’ sessions ● Increase daily activity by providing staff with an ‘active interventions’ booklet ● Introduce intra-school competitions ● Create assessment spreadsheet- Termly levels (WTS/EXS/GDS) ● Increase pupil voice (questionnaires/sports council) ● Develop team teach opportunities ● Develop links with two local sports clubs/organisations ● Develop outdoor education for OAA ● Improve the lunchtime and playtime provision for Key Stage 1 pupils to ensure they are active during breaks

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.	53%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
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?	Yes

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.

Academic Year: 2019/20		Total fund allocated: £17,260		Date Updated: 04.06.20	
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: £1400
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?:
Children engage in 2 hours of curriculum PE per week. 'Move more' an additional 30 minutes exercise a day.		Continue with 'change for life' clubs (ultimate Frisbee, jump rope, tri-golf) Trained Year 6 pupils as play leaders to set up and manage different sporting and fitness activities during lunchtime which will encourage all pupils to participate in 30 minutes of activity during lunchtime. Purchased Play Leader sweatshirts Spare PE kits to be made available to ensure all pupils are participating in all PE sessions.		£900.00 £200.00 £200.00	Covid 19- planned to do introduce in Summer Term- to be followed up in 2020-2021 Enriched playtimes and more children taking part in activities set up by play leaders. Children provided with more opportunities to undertake 30 minutes of physical activity a day in school. Play leaders play a significant role during playtimes and lunchtimes. Growing number of children being active and involved in activities. All children able to take part in all PE sessions, so they engage in at least 2 hours of PE per week.
				<ul style="list-style-type: none"> * Redraft school weekly timetable to reduce changing time to ensure all pupils participate in 2 full hours of physical activity in curriculum PE lessons each week * Monitor pupil's activity levels/sports club participation both in and out of school and target inactive/vulnerable children * Change for Life' club & set up The Daily Mile * Develop the Key Stage One yard to encourage pupils to participate in active playtimes * Provide staff with an 'active interventions' booklet to move more each day * Introduce intra-school competitions 	

Participate in inter-school competitions	Sign up for Annual Membership for Sheffield Federation for School Sport	£100.00	Increasing number of children involved in competitions against other schools. Positive comments from parents about their enjoyment.	* Continue to increase the number of children participating in inter-school competitions by signing up to more competitions
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £2400
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 will make good or better progress in PE. Children will be enthusiastic about taking part in PE and sport both within the curriculum and extra-curricular activities.	Supply teacher to allow PE coordinator a day each half term to organise competitions, review progress against the action plan and to observe lessons. Additional supply cover to release subject leader to attend sports events.	£1200.00 (£200 each day) £1200.00	PE coordinator had the opportunity to audit PE equipment. All children have access to a wide range of appropriate equipment and can engage in a range of sports. PE coordinator had the opportunity to review progress against action plan to ensure that all children have opportunities to be active and make good or outstanding progress in PE. Growing number of children have been enthusiastic when taking part in sporting events.	*Create assessment spreadsheet-Termly levels to monitor progress *Monitor the physical activity that each pupil in school participates in (questionnaire re. out of school activities/club attendance registers). * Develop Sports Council-journalism/pupil voice. *Increase lesson drop ins *Arches to support with lesson observations.

<p>Increase the variety of extra-curricular school clubs</p> <p>Improve provision further by introducing new sports.</p>	Arches extra-curricular clubs to include a wider range of less traditional activities.	£1600.00	Covid 19- Planned to do in Summer Term.	*Arches extra-curricular clubs to include a wider range of less traditional activities.
	Participate in Arches partnership games.		Covid 19- Planned to do in Summer Term.	*Participate in Arches partnership games.
	Year 5 to participate in bikeability training, staff cover costs.	£400.00	Covid 19- Planned to do in Summer Term.	*Year 5 to participate in bikeability training
	Gymnastics Club throughout school including badge scheme.	£2000.00	Qualified gymnastics coach taught lessons throughout school. Children participated enthusiastically and learnt a wide variety of skills.	*Develop links with two local sports clubs/organisations.
	Karate lessons for Y2 – Y6 pupils including gradings	£1000.00	Qualified karate coach in school once a week. Children introduced to a wide variety of sports and went through a grading/belt system.	*Develop outdoor education for OAA.
	Purchase of PE & Playtime Resources	£2200		
	Partnership games T-Shirts & Afterschool club coaching	£125.00	Covid 19- Planned to do in Summer Term.	
Cricket Coach for 2 classes for half a term & After school clubs	£450.00	Covid 19- Planned to do in Summer Term.		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£2400
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>Increase the number of children participating in competitive sport with at least:</p> <p>6 teams competing at intra-school sports</p> <p>4 teams at inter-school sports (netball, dodgeball, football and athletics)</p> <p>Participate in DSAT Games at EIS</p> <p>Partnership games T-Shirts & Afterschool club coaching</p> <p>Participate in Key Stage 1 and Key Stage 2 sports day in new 'Merit Team' groups</p>	<p>Enter all appropriate inter-schools competitions organised by The Arches. Ensure that staff are aware of the competition timetable.</p> <p>Cover the cost of transport to events</p>	<p>£2000.00</p> <p>£400.00</p>	<p>All competitions entered. Growing number of children participated in competitive sport. Staff aware of upcoming competitions.</p> <p>DSAT games- postponed due to Covid- 19.</p> <p>Partnership games- postponed due to Covid- 19</p> <p>Sport's day postponed due to Covid-19</p>	<p>*Intra-school sports competitions. (FS, Y1, Y2/ Y3, Y4/ Y5, Y6).</p> <p>*Keep record of which pupils attend events to ensure increased participation by all pupils</p> <p>*Change venue of Sports day to make it more competitive and to allow children a 'taster' of other events</p>

Signed off by	
Head Teacher:	Karole Sargent
Date:	4.6.20
Subject Leader:	Lauren Mansell

Date:	4.6.20
Governor:	
Date:	