

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 2019:	Areas for further improvement and baseline evidence of need:
Football Club Breakfast Club sporting activities daily Hub competitions between Pupils fitness level baselining in place Established partnership with Astrea Active Multi Skills Tournament Winning 5 aside Football Tournament at Astrea Woodfields Girls Football Club	Equipment and resources, including storage New Curriculum documents to be purchased, including assessment Achieve at least Bronze level on School Games Mark Increase opportunities for intra-school and inter-school sport

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.	2019-2020 Y6 11/19 58%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	2019-2020 8/19 42%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	7/19 % 37%
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/ 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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £17,350	Date Updated: July 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:
				32%
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:
Resources- investment in new resources to supplement planning so that staff can effectively deliver PE lessons.	-PE lead to sort through all existing resources – Day release -PE lead to audit resources and purchase new resources before the beginning of each new half term topic.	1000	-Equip children with the best possible equipment for activities. -Curriculum is fully resourced and audited. -Continue to replenish as and when required.	Effective PE curriculum in place will ensure future teaching of PE is progressive and develops skills over time
Ensure a wide variety of activities and competitions are available to suit all ages and abilities through Astrea and Active Fusion	-PE lead to liaise with Team Active, Astrea Active, Dance teachers, football coaches and other professionals to provide an enriched programme of opportunities.	3000	Promote activity and provide opportunities for children to be active and build confidence in a variety of sports -Stimulate interests of children less likely to engage in sport -Develop extra-curricular	Children's attitudes and perceptions of PE and wider sporting/ physical activities are changed and a legacy of enthusiasm, improved skill and physical fitness is evident- more children participating in sport Impact- not enough pupils participating in extra curricular

Totally Runnable – Develop attitudes and improve self-esteem particularly UKS2 girls	-PE lead and teachers to identify a suitable age group to take part in the course -PE lead to book and liaise with Totally Runnable.	1,600	provision of PE and sporting activities. -Develop pupil confidence, collaboration and self-esteem through outdoor activities.	activities- action for next year to increase participation.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	45%
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:
Staff PE kit – Raise awareness of the importance of correct and suitable clothing when undertaking exercise	-Head teacher/PE lead to source a company for staff hoodies/sweatshirt with school logo to raise profile	£300	-A chance for staff to model good practice and see an increase in the number of pupils remembering kit for PE	
Termly assembly to raise profile of sport and celebrate achievements and attitudes towards sport and exercise in and out of school.	-PE lead to organize an assembly at the end of each term to celebrate pupils' achievements - Breakfast club to practice and apply physical skills and	£150 3000	-Chance for children to share achievements from outside school i.e. horse riding, hockey, rugby etc. Sparks interest from other pupils -Recognition for efforts in PE lessons	

Pupil and SMSA playground and sports games training to develop the delivery skills of activities at break times and lunch times and raise the profile of physical activity.	<p>discuss diet and exercise -</p> <p>PE lead to co-ordinate with Team Active and book a date for the training.</p>	<p>£900</p> <p>Equipment £500</p> <p>Playground Markings 300000</p>	-Play leaders and SMSA feel more confident at leading activities and encourage children less likely.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
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:
Development of PE lead to build on subject knowledge and share best practise from other leads across and beyond the trust	-PE lead to be released for termly Astrea Active conferences -Meet with Team Active to arrange CPD to upskill teachers and arrange events - Host inter-house competitions -Develop skills of the leader to evaluate impact of PE provision.	£700	Sport/Active Lifestyle survey Fitness Benchmarking Astrea active conference Hub meetings Liaise with other sports people involved with school	PE lead attede PE conference and has increased his professional network- this has also facilitate opportunities for our pupils and more inter sport Sessions including multi -skills.
New curriculum planning to ensure curriculum coverage -Planning will support teachers to build on the relevant skills needed to play and take part in sports both competitive and non-competitive.	-PE lead to research and buy new planning	£750	Purchase planning for new curriculum Copies in shared along with a LTP to advise teachers which unit to teach.	100% of pupils feel more confident about PE- PE survey 98% of pupils enjoy PE sessions 100% of teacher say their PE curriculum teaching has improved- Next steps- working towards a more age appropriate skill set

				in some PE areas particularly PE and Gymnastics.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
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>Additional achievements:</p> <p>Children to work with Active Fusion on a variety of programmes to expand knowledge and skills a range of sports</p> <p>100% of children experience new and broader range of sports</p>	<p>KS2 children experience other aspects of sport including flexibility and strength</p> <p>100% of KS2 Pupils try new activities- e.g Yoga</p> <p>Fusions Leaders children are trained to be able to support other children with games</p> <p>100% of KS1 take part in active start- learning key skills that will support development of sport once in Y6.</p>	£2,000	This did not happen due to COVID 19- plans for spring/ summer term on hold and to resume September 20/21	N/A

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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>Inter school and intra school competitions to introduce children to the competitive side of sports and the etiquette which comes with it.</p> <ul style="list-style-type: none"> - Pupils have opportunity to take part in a series of organised events through Astrea Active and area events <p>Football Multi Skills Netball High Fives</p> <p>Sheffield Institute of Sport (summer Term)</p>	<p>Children enter inter school competitions as organised by Trust Events</p> <p>100% of school participate in competitive indoor athletics in track and field events (age appropriate)</p>	<p>500 Travel and cover</p> <p>Event Hire and Transport costs 1000</p>	<p>Children experienced winning- Football tournament Netball High 5's – children came 2nd- children were enthused and raised self esteem and supported #denaby can campaign- children's attitudes towards school improved along with opportunities to participate in competitive sports.</p> <p>School hosted an event which raised profile of sport in school with wider Astrea family.</p> <p>Event did not happen- Covid 19</p>	

Total Estimated Spend 18,400 Actual Spend- 10804 Carry over- 6000	Many of the year 19/20 events did not take place due to Covid 19 school closure and restrictions. The school plan to use to 6000 spend on playground marking and activities for exercise in outdoor led recreational activities, It is anticipated that 20/21 spend will be on supported inhouse coaches to lead physical exercise, additional and new clubs and experiences, A health Mentor and invest in additional curriculum resources.
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Signed off by	
Head Teacher:	L.Dickinson
Date:	16 th July 2020
Subject Leader:	L. Poppleton
Date:	16 th July
Governor:	
Date:	