

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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Created by:  **ASSOCIATION FOR
Physical
Education**  **YOUTH
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Active** More people
More active
More often

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 year

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:
<p>All staff received gymnastics, dance and REAL P.E CPD.</p> <p>All pupils are accessing 30 minutes activity a day in addition to PE lessons.</p> <p>Y2 sports leaders are in place.</p> <p>Achieved Gold in the Sheffield KS1 Sports Mark Award</p>	<p>Complete case studies/discussions with the children to monitor the impact of sports premium funding, alongside lesson observations.</p> <p>Monitor participation in clubs and target key children</p> <p>Develop assessment opportunities</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>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?</p>	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: £17,150	Date Updated: 26.11.19		
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: 37%
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:
Complete applications to choose the children to become sports leaders.	Talk to the children in assembly about the role of Sports Leaders. SG	Staffing cost £150	CW has developed resources to support the Sports Leaders which has meant they are more confident in their role. The Sports Leaders used these to develop activities which in turn engaged more pupils at lunch time.	Sept 2020 due to COVID impact we will need to re-launch this in year groups.
Look at staffing when it comes to supporting the sports leaders, what support/resources do they need to help the children embed their role?	Meet with TA's to discuss with availability and issues from previous years. Introduce 'Beat your Best to TA's SG			
Further develop the Sports Leaders role by introducing a Games element in Spring term.	Meet with TA's at the start of Spring 1 to discuss which games will run. SG Introduce 1 new game every 2 weeks.			
Active 10 leaders in each class would help to ensure that it happens on a daily basis- they can organise the activities for the day to pass the	Purchase new stopwatches for Sports leaders Class teachers to have laminated sheet showing options for Active 10.	£90	Purchased stop watches. All classes have Active 10 signs in classrooms and these are being utilised daily. Active 10 leaders	

ownership to the children.	Leaders choose each day's activity and mark when completed. ST		in each class are encouraging the children to be more involved.
Set up Change for Life club with LINKS	Contact Megan to arrange for LINKs to run the club, preferably in Summer term. SG	£3000 LINKS Fee £1407.25	Beat your best activities used effectively during COVID to engage and motivate pupils
Continue to develop the use of Teach Active (previously Maths of the Day)	Year 1 to show examples of how this is used. FS to share their work with staff. Remind staff via email and follow in Business Meeting.	£654 £545 subscription	Meeting with LINKs to organise school based support time. Time was not used due to Covid -19
Staff to continue to utilise Imoves	Renew licences.	£295 £245	Imoves has been fully utilised during COVID to engage children in school and for home learning. Pupils are motivated by the activities and continued at home.
Develop the outdoor provision for Y1. Resources to improve gross and fine motor skills.	Purchase large scale equipment for gross motor development Purchase equipment to encourage fine motor skills	£1000 £800	Children in Y1 develop core strength and agility through additional resources.
Develop the use of the playground for multi skills areas	Purchase playground barriers to create separate spaces	£1399.95 £5700.00	Children able to use allocated spaces for specific activities to support concentration in sport and games.
Introduce a Healthy Minds Project to support the mental health of all those in school.	RB to lead with ST, CL & RM supporting. Healthy Minds Champions in classes to introduce a morning greeting. Resources to support feelings, self belief, a sense of belonging in each class. This is a whole school approach to improve mental health.	£138.25 resources £---- staff	This was set up at the start of Autumn and has encouraged children to be more confident in their approach to learning and sport. During the last few months this has been invaluable as staff have been able to draw upon its principles for both active

Track the activity of pupils during classroom lessons.	Utilise the Active School planner to track the activity levels of children during the week.		learning in school but also for Homelearning. Activity levels have increased in subjects such as English and Maths. Staff have used Teach Active to make sessions more active and keep pupils engaged. All staff are more aware of the times in a day / week when activity levels drop and are continually looking at ways to improve this.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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>Display board in the hall to be updated with recent achievements and information from competitions/festivals to help raise the profile of PE and Sport for all parents/visitors.</p> <p>Achievements at festivals/events and Sports Leader activities to be shared during celebration assemblies so that the whole school is aware of the importance of PE and Sport,</p>	<p>Use subject leader time to update display board once a term SG</p> <p>Use subject leader time to update the website with sporting achievements each term ST</p> <p>Liaise with SB to ensure time is pre allocated to share sporting achievements.</p> <p>Certificates and medals for participants</p>	<p>£1500 Subject leaders time</p> <p>£100</p>	<p>Display boards show the half termly focus which children refer to during lessons. Achievements from activities out of school such as Cricket at Ponds Forge are displayed which have inspired other children to take part.</p> <p>Certificates printed to encourage</p>	

<p>therefore encouraging children to be involved in these activities.</p> <p>Ensure Physical Activity, PE and Sport are integral to the school development plan</p>	<p>Development of a PE and activity Sport plan which has short term and long term targets. This will reflect pupil voice and audits undertaken with LINKS</p>		<p>participation. Children received certificates for being Sports Leaders. This promoted the role and encouraged others to apply.</p> <p>The development plan is updated every half term.</p>	<p>Staff and pupil questionnaires form a focus for priorities. Develop the PE area of the website by researching excellent examples of other schools sites.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:
To further embed the concept of rewarding for the multi ability cogs during REAL PE lessons. Sarah G to attend REAL PE training (3 days) Shannon Travis to attend 1 day REAL PE training Staff to trial assessment of REAL PE lessons during week 1 and week 3 using the FUNS assessment sheet during the Spring term Use the support of LINKS to conduct joint lesson observations to assess the impact of the training delivered to staff this year. Does this highlight any	Ensure all staff are using the multi ability cogs during feedback and praise. Remind staff via email update of previous training SG to book onto the REAL PE course Arrange staff meeting to speak to CT's and AT on the FUNS assessment sheets Plan a staff meeting to review assessment towards the end of the Spring term. Arrange to do joint lesson observations at Stocksbridge and use this to observe PE in school. SG and ST	£600 supply £400 course fees £100 supply cover cost	SG and ST have a deeper understanding of the assessment opportunities available through REAL PE. ST took a staff meeting to advise staff on the approach we decided to take as a school. ST attended the final session as a webinar due to Covid 19. SG will attend the course in the Autumn term once SD rules allow. ST observed TF at Stocksbridge and was therefore able to develop her own knowledge of what an outstanding PE lesson looks like. ST disseminated to staff. This is increased staff confidence	

further gaps that need to be addressed through further training.	Audit equipment. Replace damaged equipment.	£1200 £235.27	in the use of LI and vocabulary in lessons, therefore increasing engagement and knowledge of the children.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
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: Continue to attend festivals and events organised through the LINKS partnership.	Attend: KS1 Balls Skills November FS Balance bikes February KS1 Cricket event February KS1 EIS Sports Festival March KS1 Gym / Dance festival April KS1 Orienteering June FS Ball Skills KS1 Football KS1 Athletics Start Yoga club with Sue Charles in the Autumn term Look into asking ruggers to come back into school for an after school club Use LINKs to set up football or running club SG	£1000 for transport £90 £250 for a full term £220	only the Ball skills, balance bike and cricket events went ahead due to COVID These were all attended by the maximum numbers allowed. Children were able to ride a balance bike with more confidence. The cricket event inspired pupils to take part in a new activity. Postponed due to Covid-19 Running club was hugely popular and oversubscribed. 24% of children participated in the club, some bringing parents with them which increased motivation for the less confident children. in the 1st term. There was an	

	LINKs to run Change for Life and dance clubs in summer term.	£250 for a full term £0	evident increase in fitness. In session 1 children were able to run 1 lap of the playground. By session 6 children were running 3 laps without stopping. Parents reports that children were eager to run out of school. Change 4 Life- Cancelled due to COVID
ST to attend Ready Set Ride training and deliver to Year 1 Hold further discussions with the children about what other clubs they would like to be part of during the spring term. Opportunities for children who do not access sport out of school	Attend training October ST Ask children in Autumn 2 what clubs they would like to attend. School Council children to speak to other children. Year 2 to have swimming lessons in Summer terms	£200 (cover) £300 staffing £1800	30 children accessed Ready Set Ride training. 26 out of the 30 children could ride a balance bike on entry. By the end of the program 24 children could confidently ride, this increased their core strength which therefore increases fitness and gross and fine motor skills. Children wanted a running club which was arranged and oversubscribed due to popularity. 24% of children attended in the first term. No swimming due to Covid -19
To develop the outdoor opportunities offered to all pupils in school, utilising the school grounds and garden area.	Member of staff to attend Forest Schools training. This is to complement the part time member of staff who currently has training to enable all children to partake in outdoor learning opportunities.	£846 staff training	All children access Forest Schools (some disruption due to COVID) During part time opening to Key Worker children Forest Schools has been maximised to ensure learning has taken place outdoors, increasing safety and engaging children in collaborative learning.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
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: Continue to attend festivals and events organised through the LINKS partnership.</p> <p>Hold further discussions with the children about what other clubs they would like to be part of during the spring term.</p> <p>Opportunities for children who do no access sport out of school</p>	<p>Attend: KS1 Balls Skills November FS Balance bikes February KS1 EIS Sports Festival March KS1 Gym / Dance festival April KS1 Orienteering June FS Ball Skills KS1 Football KS1 Athletics</p> <p>Start Yoga club with in the Autumn term Look into asking ruggers to come back into school for an after school club</p> <p>Ask children in Autumn 2 what clubs they would like to attend. School Council children to speak to other children.</p> <p>Year 2 to have swimming lessons in Summer terms</p>		<p>only the Ball skills, balance bike and cricket events went ahead due to COVID These were all attended by the maximum numbers allowed. Children were able to ride a balance bike with more confidence. The cricket event inspired pupils to take part in a new activity.</p> <p>Carried forward to 2020-2021 due to COVID</p>	

	Skipping School day event		Cancelled due to Covid -19	
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Signed off by	
Head Teacher:	
Date:	17.7.2020
Subject Leader:	Sarah Gore Shanno Travis
Date:	13.7.2020
Governor:	James Pemberton
Date:	17.7.2020