

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"> • Member of the Links SSP • CPD for school staff including five new teachers (four NQTs) • Increase in inter school competition access since last year • Increase in lunchtime after school club participation • Specialist PE teacher linking PE to clubs and competitions • New assessment system 	<ul style="list-style-type: none"> • Further increase participation rates through after school clubs • Increase access to competitions • Increase swimming proficiency percentages • Ensure PESSPA is safely managed post Covid - 19

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.	42%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	38%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35%
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 – for the current year 5s.

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: £ 32,181		Date Updated: 22/07/20	
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: %
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:
Increase the number of after school clubs and participation rates.	After school club diary created and linked with competitions. Teachers supported by PE lead to promote after school clubs.	Within Links PE, ASC and LTC support £3, 735.60	The number of after school clubs has increased to 3 a week (Spring 2020). The participation rates for the clubs have increased since last year. After school clubs are now well established with the children enjoying them. The has improved the skills level and helped to prepare them for competition. E.g. Year 5 and 6 pupils can do a standing long jump. Pupils understand the rules of sports and are building their confidence and resilience when attending competitions.	PE lead to continue to work with LINKs to develop school CPD e.g. dance and cricket ideas have been learned. Next step: PE lead to lead these clubs next year.	
Increase the number of lunch time	Lunchtime club diary created.	Within Links PE,	The number of lunchtime clubs	Continue to maintain this level	

school clubs and participation rates.	Teachers now have to lead at least one club throughout the year.	ASC and LTC support £3, 735.60	has increased to 5 (including drama and music). Lunch time clubs are becoming more popular and participation rates are increasing. A sensory club is available for targeted children with SEND twice a week. These children are developing new skills e.g. balancing on a tight rope style bench.	of clubs and aim to increase the number of sport related lunch time clubs. Encouraging teachers to lead clubs for their own classes which can be linked to completions.
To increase the activity levels of children at playtime and lunchtimes.	Increase and the maintain the quantity and range of lunchtime resources available.	£202.88 Resources funding	Pupils are noticeably more active on the playground. They ae learning to play use a variety of new equipment both in an individual and team setting. They are beginning to share resources more and this is having a positive impact on well being and behaviour.	Listen to pupil voices through the school council and pupil questionnaires to see what other activities and equipment the children would like. Playground monitors to help keep track the resources.
To increase the amount of active lessons within the school.	PE lead has supported teachers with active lesson resources.	Within human resources funding	The children now know what a HIIT and yoga classes are. Some teachers using these resources as well as GoNoodle.	Aim to ensure all teachers are using active lesson resources on a regular basis.
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	
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>To raise the profile of PESSPA via visitors.</p>	<p>Arrange visitors from clubs and universities as well as working with LINKs to enthuse children.</p>	<p>Free</p>	<p>The children look forward to visitors coming in and understand that if their behaviour is good then they will be able to access these sessions. For example, the children can now perform basic cheerleading moves and understand how to throw and catch an American football (year 6) and how to ride a bike (year 4).</p>	<p>Continue to work with clubs and increase the number of activities on offer.</p>
<p>For teachers to increase the amount of focus time with target children in core subjects.</p>	<p>PE teacher now teaching most PE classes throughout the school with teachers doing boosters and interventions for small amounts of time (ten- fifteen minutes) whilst PE is taking place.</p>	<p>Full time PE teacher employed</p>	<p>The children want to do PE and are now working harder in their lessons to ensure they can access the whole of the PE lessons. Teacher and pupil feedback have both been positive about this approach.</p>	<p>The school will not continue with a full time PE teacher so these booster sessions will not continue.</p>
<p>To achieve a silver award in the School Games Mark.</p>	<p>Increase the activity levels and participation rates of the children through clubs and competitions.</p>	<p>Full time PE teacher employed</p>	<p>The children are proud of the bronze mark we received last year and are excited about trying to achieve a silver mark this year.</p>	<p>If silver can be achieved this year, can it be maintained next year, or build on it to achieve a gold. The School Games Mark was cancelled this year due to lockdown.</p>
<p>To improve behaviour by using competitions as a reward.</p>	<p>Monitor the children's behaviour in PE. Speak to class teachers regularly about behaviour. Make lists of children who are behaving well in invite them to the competitions.</p>	<p>Full time PE teacher employed</p>	<p>The children now understand this is a well-established practise across the school. Some children are wanting to improve their behaviour because they are motivated by the reward of a competition.</p>	<p>Maintain this system and try to target some children in other ways who may not be motivated by this system.</p>

To improve attendance.	Organise visitors to come in and do a session with children who have 100% attendance.	£150	The children understand this is now a reward used on a termly basis. The children have learned new skills such as taekwondo moves and have experienced a fitness coach which exposed them to a lot of new equipment.	Maintain contact with these visitors and promote the reward with the children. Network to find new and exciting activities to reward the children with.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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 increase the confidence and subject knowledge of staff to deliver high quality PE.	<p>Creating a timetable for Links to work with younger teachers and NQTs for CPD.</p> <p>Shared planning and delivery of lessons with teachers and Links.</p>	<p>Within Links SSP membership £3,300</p>	<p>Teachers feel more secure with delivering a range of lessons and have broadened their knowledge and confidence in teaching PE.</p> <p>Teachers have written a short summary, evidencing the impact that the CPD work had with them.</p>	<p>The teachers now feel they can deliver a higher standard of PE lessons.</p> <p>Next step: Continue this work with the new teachers who are starting at the school in the new academic year 2020-21.</p> <p>Monitor through lesson observations in the summer term.</p>
<p>To increase the knowledge and capability of the PE coordinator to oversee the curriculum and teaching.</p> <p>To increase PE coordinator's knowledge and confidence in teaching dance.</p>	<p>Sheffield PE teachers' annual school sports conference.</p> <p>Work with Links to plan CPD sessions, helping to plan for dance coverage in the school.</p>	<p>Half a day's cover £50</p> <p>Within Links spending £3, 300</p>	<p>The PE coordinator was made aware and implemented advice and strategies given at the conference as well as new Ofsted framework guidance.</p> <p>The PE planned and taught a block of lessons based on the work done with Links. The children have learned travel, turn and jump steps as well as sequencing a routine.</p>	<p>PE coordinator to attend next year's conference to keep up to date with any changes and new guidance.</p> <p>PE teacher to plan a block of lessons for next year with further differentiation and linking to topic. PE teacher to lead a dance after school club next year.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
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: Give pupils the opportunity to access a range of new sports and activities through visitors.	Work with Sheffield University to plan sessions from visitors. Work with Links to plan sessions.	Within human resources funding Within Links funding £3, 300 £200 towards shared bikes	Pupils know a range of basic skills after taster sessions in rugby, cheerleading and American Football. All year 4, 5 and 6 children have had the opportunity to learn how to ride a bike, within school hours. Children have also accessed new sports such a cricket and hockey in PE. They have also been enjoying working with a circuit training coach.	Seek opportunities from other establishments and try to increase the range of activities. Incorporate these activities into long term planning for next year. Aim for PE teacher to be able to teach children how ride a bike next year, using the bikes from Links (which we contributed funding towards).

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 increase the number of competitions accessed.	Design competition timetable whilst working with Links. Linking PE and after school clubs to competitions.	Travel to competitions £305	The school increased the number of competitions entered in to seven by the point of school closures for lockdown. There was some success e.g. qualified for the South Yorkshire Gymnastics finals, came second in a basketball competitions. There were also a lot more competitions in the diary for when school closures happened.	Aim to maintain the amount of of competitions next year (without Links support).
To increase the percentage of Year 5 swimming proficiency and access a competition.	Plan and coordinate an extra block of swimming for the year 5s. Prepare for the competition by selecting the team and organising the day.	Swimming block including travel £3, 015 Competition entry £75	The percentage of pupils who achieved the three school swimming objectives increased. The children also enjoyed the competition: they won a race and built resilience from it.	Aim to access the competition again this year and increase the amount of races won. The PE lead now knows much more information about school swimming in general and the competition.
To increase the Skipping School participation to Year 4 as well as year 2.	Work with Skipping School contacts and teachers to plan training days of both the year 4 and year 2 year classes. Run afterschool clubs in	Training days £615	The year 2 and year 4 children now know many more skipping moves and many more of them are able to skip. The competitions were cancelled sue to school	Aim to enter the competitions but with less input from the Skipping School team. PE lead to designate and support teachers to run the after

	preparation for the competitions.		closures.	school clubs instead.
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Funding breakdown
 Skipping School £615
 Y5 Swimming £ 3, 015
 Lunchtime, afterschool clubs and PE cover £3, 735.60
 Resources £ 202.88
 PE conference cover £50
 Links membership £3, 300
 Spare PE kit £65
 Reward days £150
 Swimming competition entry £75
 Travel to competitions £305
 Bikes £200
 Total spend £ 11, 713.48 plus full time class teacher (M4) 29,780

Signed off by	
Head Teacher:	Heather John
Date:	22.7.20
Subject Leader:	Joe Saczok
Date:	22.7.20
Governor:	
Date:	