

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

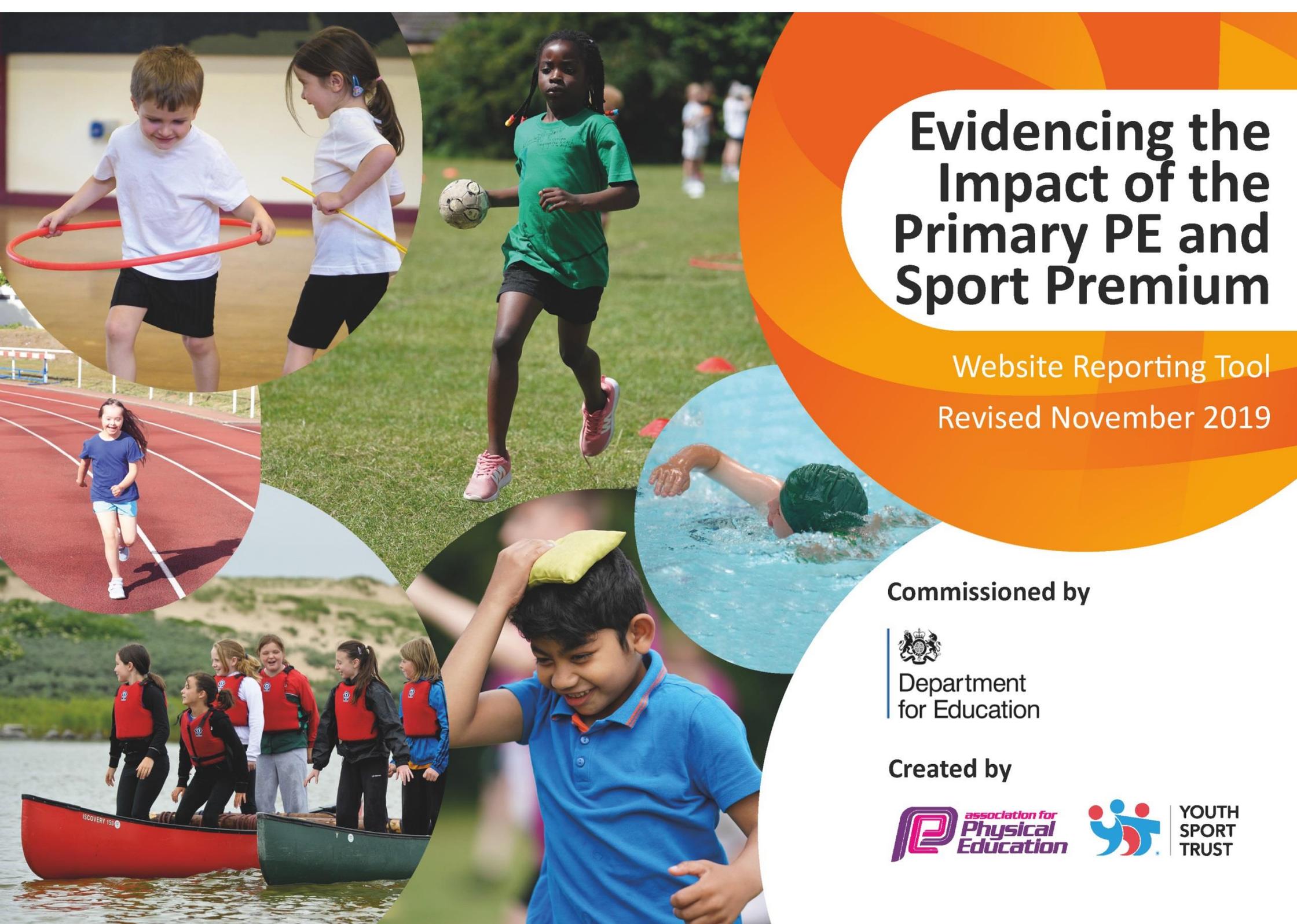


Department
for Education

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:
<p>Provided opportunities for children to attend a range of sporting clubs – 14 different sports/activities were on offer, an alternative on team and individual sports, 7 of which lead to external competitions.</p> <p>An increase of 45% (now up to 71%) of the school, years 1-6, took part in a breakfast, lunchtime or after school club throughout the academic year 18-19.</p> <p>Took part and won several local and regional sporting competitions across KS1 and 2 (rugby, football, athletics, dance, dodgeball, handball, golf).</p> <p>Further opportunities with a focus on pupil premium children such as yoga, dance and multi sports.</p> <p>Awarded a further £10555 fund to promote further levels of competitive sport as a result of our efforts in this area in the last couple of years.</p> <p>Bikability and British Cycling programs for Year 5 pupils.</p> <p>Children took part in other special events such as the Guinness World Record Hop scotch challenge, Soccer Aid and a visit from a GB athlete which many children fundraised for.</p> <p>Developed relationships with a wider range of coaching organisations and events coordinators.</p> <p>Amount of PE equipment readily available including more inclusive resources.</p> <p>Over 70% of KS2 children took part in an extra-curricular sports club in 18/19 & 19/20</p>	<p>To continue to focus on the inclusion and immersion of schools and British values into PE lessons and sporting activities as much as possible. This is to help children’s understanding and learning further, supporting them to recognise the different values and their importance in everyday life.</p> <p>To continue to provide further focused opportunities with a pupil premium focus, particularly on children’s positive attitude, confidence and resilience.</p> <p>Further training opportunities for staff.</p>

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.	% 83
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% 71
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 64
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 <i>(Not at the moment, July 20)</i>

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: 2020/21		Total fund allocated: £21 100		Date Updated: July 2020	
<p>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</p>					<p>Percentage of total allocation: 10%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>		<p>Sustainability and suggested next steps:</p>
<p>All children have the opportunity to take part in physical activity at lunch time using a range of equipment and playground markings.</p> <p>Active learning is a tool that is increasingly encouraged.</p> <p>Further increase range of appropriate activities for whole school such as mindfulness/brain breaks etc.</p>	<p>Continue to provide lunchtime clubs and equipment.</p> <p>Ensure that staff have access to the active learning resources as well as the skills and knowledge to deliver more thoroughly.</p> <p>Physical activity is also often included as part of mindful activities within PSHE and other parts of the school day.</p>	<p>Part of the £5480 and £6510 agreement.</p>	<p>Children have access to a range of equipment at break and lunch times.</p> <p>Staff are being opened up to more and more active learning approaches for use in all subjects.</p> <p>More children are beginning to recognise a wider range of benefits of sport and physical activity such as safe, active travel.</p> <p>Staff are supported to deliver a greater variety of ways of being active to overcome limitations with using shared equipment and social distancing.</p>	<p>Continue to provide a good amount and quality of play resources to promote physical activity as well as ideas for games and activities particularly those socially distanced, for adults to help implement.</p> <p>Continue to provide clubs that cater to children's needs and preferences.</p> <p>Encourage and support staff to uptake an increasingly active learning approach, supported through CPD and resources.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
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>School values and British values are focused upon through particular activities during the childrens' PE lessons.</p> <p>Children are encouraged to take part in extra-curricular PE clubs where possible with the opportunity to work towards a competition or event should they wish.</p> <p>An increase in focus of tailored activities for pupil premium children in and out of school time.</p>	<p>Ensure that children are aware of our school values and British values as much as possible in terms of how they affect our everyday lives and how this incorporates within PE, sport and physical activity.</p> <p>Repeat the delivery of the range of clubs as much as possible which children are interested in and benefit from most by highlighting the range of benefits, portraying a positive attitude and where appropriate awarding those children further (e.g. End of year sports/personality awards).</p> <p>Continue to attend and seek further support where possible from secondary teachers to provide further opportunities for children to develop a vast range of skills.</p>	<p>Partial across £5480, £2274 and £6510. Plus teacher led.</p>	<p>Many children recognise the benefits and the importance of sports and physical activity on their academic learning and school life.</p> <p>Children make links between different social situations and how our personal values have an impact on us.</p> <p>Continue to reward children for their extra-curricular efforts including the new sports/personality awards.</p>	<p>Continue to provide the wide range of clubs that children enjoy as much as possible and continue to ensure the attitude of high standards and expectations in extra-curricular as well as our regular school day.</p> <p>Plan and prepare for more extrinsic rewards for children with a focus and definitive links to school values.</p> <p>Continue to communicate with secondary school staff to seek further development and implementation of opportunities.</p> <p>Continue to seek tailored options for pupil premium children.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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>Detailed weekly planning readily available for all staff on all sports and activities on the long term plan.</p> <p>Coaches have been employed within the school to work with teachers to provide CPD throughout the year (indoor and outdoor sessions across a range of sports and activities).</p> <p>New Active Learning CPD for all staff.</p>	<p>Lessons taught according to set weekly plans, according to the long term plan and vocabulary progression.</p> <p>Liaised with various clubs/coaches, discussed our requirements and put in place a timetable to ensure all year groups/teachers had the opportunity of working with a coach 3 times a year for a half term.</p> <p>Pass on ideas and resources from active learning schemes such as Active Maths and English and Tagtiv8.</p>	<p>Partial across £5480, £2274 and £6510. Plus teacher led.</p>	<p>Teachers and children have frequent access to specialist coach led sessions to help set standards and provide ideas and knowledge for staff.</p> <p>Staff are increasingly familiar with the delivery of a range of lessons relevant for their Key Stage.</p> <p>The school day and lessons are becoming more and more active, improving children's concentration and participation.</p>	<p>Continue to provide sufficient, detailed planning as well as support from PE leads and coaches to regularly support all staff.</p> <p>Support staff in active learning approaches.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 40%
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:
Children in school have the opportunity to attend PE sessions/clubs that they might not have the opportunity to attend outside of school (eg, yoga, golf, athletics).	<p>Continue to liaise with various clubs/coaches and CPD for staff for us to deliver a wide variety of sessions in school that are of most interest to children and many of which lead to competitions and events.</p> <p>Over 95% of year 5 children took part in both the Bikability program and a British Cycling scheme meaning they were taught for over 15 hours on a range of skills.</p>	Partial across £5480, £2274 and £6510.	<p>A different sports club is available 3 of 5 evenings a week which has been significantly reduced and is limited at the moment due to social distancing guidelines.</p> <p>Aim to maintain the % of children taking part in a sports/activities club. 70% of KS2 and 41% of KS1 children took part in an extra-curricular sports club in 19/20.</p>	<p>The improved total of 13 different clubs will be maintained as a minimum for the year 20/21 with the continued involvement in competitions and events as much as possible.</p> <p>Continue to provide cycling proficiency programs for Year 5 children.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Worked closely with Forge Partnership and Sheffield United Community Foundation other schools and outside agencies to train for and participate in competitive sport.	Run regular clubs before, during and after school for children to train for the events, most of which we have attended the previous year and look to build on our uptake where necessary and our success.	Partial across £5480, £2274 and £6510.	Children took part in over 10 separate competitions in 19/20.	As a minimum, maintain the clubs delivered and the competitions entered for the third consecutive year to allow children to take part again or seek a new opportunity.

2020/2021

Forge SSP £6510

SUFC £2274 (discounted from surplus from 19/20)

DZ Sports & Dance £5480 (less figure due to projected less time in school during first few weeks to allow time to prepare in line with guidelines)

Total spent £14 264

Money remaining £6836

Predicted remaining expenditure:

- Pupil premium focussed activities
- SEN focussed activities
- Staff CPD
- Active Learning resources
- Catch up swimming

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Bethany Lee
Date:	14/7/2020
Governor:	
Date:	