

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

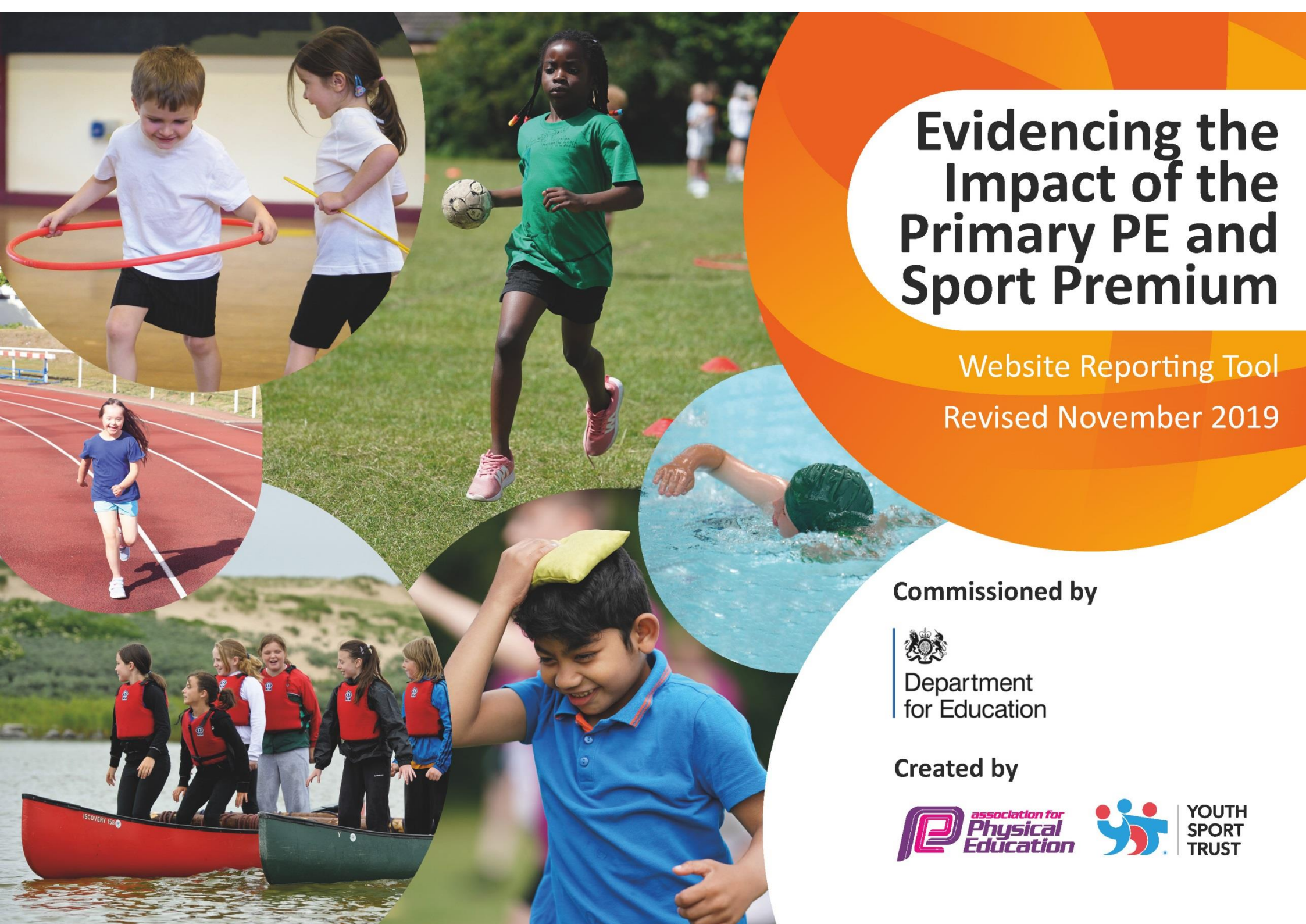


Department
for Education

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 2019:	Areas for further improvement and baseline evidence of need:
School Games Gold Award 2020 Modeshift Stars Bronze Award for active travel to and from school. Leadership training and accreditation for Y5 Sports Leaders Staff access professional development in PE Wide variety of after school sports clubs Success in competitive sports - Y5 Hot Shots basketball regional winners; Y6 netball league winners Excellent links with local clubs. Provision of opportunities for girls' sport.	Achieve silver Modeshift Stars award for active travel (unable to achieve last year due to covid 19) Develop girls' football – join league Access further CPD for staff through Qualitas Continue to develop active lunch break

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.	97.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97.5%
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?	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: £19,338.54 (£18,353.01 spent)		Date Updated: 6.7.20	
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: 60.17%
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?:	
To provide at least 30 minutes of physical exercise for all children every day.	Promote active travel to and from school through links with PWLC projects – 10 Day Active Travel Challenge; Bikeability training for Y6 September; walking zone map now displayed in school and sent to parents (Sept); Wheelie Wednesdays x4; Cycling breakfast; Y5/6 virtual velodrome; School Parliament led a Road Safety day in September.		None	More children travel to school on bikes and scooters with parents. Y6 children feel more confident to cycle to school after their training. Children enjoy cycling – over 60 attended the cycling breakfast.	
	Use of imoves daily challenges and Joe Wicks to achieve 30 minutes of activity.		None	More active lessons and bursts of activity throughout the day through use of the daily challenges. Staff report that children are more engaged in their lessons. Children enjoy the 'daily k'.	
			Sustainability and suggested next steps:		
			Cycle storage? Achieve the Modeshift Stars silver award next year.		

	<p>Lunch time activities led by Y5 Sports Leaders who accessed 6 week accredited training programme with Qualitas in Sept/Oct.</p>	<p>£210</p>	<p>Sports Leaders have been very enthusiastic following their training. Developed in confidence in their role. All leaders achieved their gold award.</p>	<p>Sports Leaders to develop daily playground challenges. Buy blackboards. Have updates in training next year.</p>
	<p>Two weekly lunch clubs led by Links in KS1 and two weekly lunch clubs led by SportEds in KS2.</p>	<p>£1182.50</p>	<p>All children have the opportunity to work with a professional coach at lunchtime. Children sign up for lunch clubs and all take part in half-termly inter-house competitions run by SportEds.</p>	
	<p>Permanent equipment for the KS2 playground – pirate ship October 2019.</p>	<p>£5,304</p>	<p>A higher proportion of KS2 children choose to be more active during break time by playing on the new permanent climbing equipment or using the equipment or skipping.</p>	
	<p>Skipping promoted in school with Skipping School workshops for all children and staff development– October 2019. Set of ropes bought for each class.</p>	<p>£350</p>		
	<p>Equipment purchased to encourage physical activity in KS1 and KS2 playgrounds.</p>	<p>£3997.38</p>		<p>More focussed use of the equipment next year with challenges set up by Sports Leaders .</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

22.69%

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 use sport and physical activity to improve behaviour, attitude and engagement across the school.	<p>Following training programme, sports leaders lead lunch time activities on KS1 and KS2 playgrounds. Two Sports Leaders attended Links Leadership Academy Day – Autumn term</p> <p>Participation in competitive events through School Games, Qualitas and Links.</p> <p>Children access mindfulness activities through imoves programme.</p> <p>Y6 class – Psychology of Sport – 6 week programme with Qualitas.</p>	<p>See KI 1</p> <p>£2557.50 Links £1000 Qualitas £397.30 minibus</p> <p>None</p> <p>£210</p>	<p>Children take part in the activities led by sports leaders with enthusiasm. More children are active during break time and they find breaks more enjoyable. Behaviour is improved around school and during lessons. Sports Leaders have developed their own leadership skills and confidence.</p> <p>Involvement in sport has led to an increase in self-esteem, confidence and motivation during physical activity and in the classroom according to staff.</p> <p>Mindfulness activities have helped children to manage their feelings and behaviour on the playground and in class.</p> <p>There was a high level of engagement in the programme and Y6 children said that they found that they could apply what they have learned in the</p>	Next steps – development of wellbeing/mindfulness/sports psychology next year post covid-19.

	<p>Children access further opportunities through the Gifted and Talented programmes available through Links and various local clubs.</p>	None	<p>sessions to all aspects of school.</p> <p>Children identified by staff or coaches have developed their talents through a personalized programme. E.g pathways to clubs, competitions.</p>	
	<p>Sporting achievements both in and out of school celebrated in newsletter to parents and during whole school assembly. Permanent sports notice board in school informs children of upcoming events/opportunities/local clubs.</p>	None	<p>Children feel that sport and physical activity are valued in the school. They wear medals with pride.</p> <p>Children use the notice board to sign up for clubs/competitions.</p>	<p>Children to report on sporting successes next year in newsletter.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4.79%

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 improve the quality of teaching PE across the school.	Subject leader provides regular updates on PE and Sport Premium throughout the year at PDMs. Subject leader provides support for new teaching staff.	None None	Staff have a clear picture of the school's priorities and aims. New staff are confident and well-supported. They are clear about expectations in the teaching of PE.	Provide further opportunities for staff CPD through Links and Qualitas.
	Skipping workshops and CPD for all staff Oct 2019.	£350	Improved confidence and teacher knowledge of how to use skipping in lessons. Improved engagement, enjoyment and achievement for all children.	
	CPD for staff through Links and Qualitas. (Sport Conference; Fundamentals; Gymnastics; Portal training)	See KI2 for Links		
	New games scheme of work purchased Autumn Term.	£169	The new scheme has resulted in improved teacher knowledge and confidence.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10.51%

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	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:

consolidate through practice:				
To increase the range of different activities on offer to children after school.	New after school sports clubs (in addition to clubs offered last academic year) for KS1 and KS2 children (cricket, tennis, LKS2 and girls' football)	None		See spreadsheet for evidence of clubs and participation More children have enjoyed a greater variety of sports.
	New vault and storage for gymnastics club.	£1668.33		Most children in KS2 go to at least one sports club outside school (see spreadsheet for data). Taster sessions – RuggerEds, Grove tennis, SoccerEds. Links with Sheffield Hockey, Climbing Works, Hallamshire Squash and Tennis, RuggerEds, SY Orienteering, Grove Tennis, Sheffield Collegiate Cricket. Clubs advertised on notice board.
	Local clubs invited into school to provide information for children who are interested in joining local sports clubs.	None		
	Y5 Climbing Day at Climbing Works	£261		See data sheet.
	To use the participation spreadsheet to target those children who do not usually take part in sport.	None		All children can access a range of opportunities to be active.
To provide opportunities for different sports and activities during breaks and lunchtimes (Y5 Sports Leaders, RuggerEds, Links clubs).	See KI 1			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.8%
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:
To increase opportunities to participate in sports competitions.	<p>Half-termly inter-house lunch time competitive events with RuggedEds and Links.</p> <p>Competitive sports events through Links, School Games, Qualitas and SFSS (football, futsal, netball, cross country, gymnastics, athletics, basketball, squash, tennis, rounders, badminton, cricket, bouldering, swimming, orienteering).</p> <p>New t shirts for competitions</p> <p>Promotion of opportunities to join local sports clubs via taster sessions/notice board.</p> <p>Y5 Sports Leaders lead small sided team games at lunchtime. RuggedEds and Links to provide competitive sport during lunch</p>	<p>See KI 1</p> <p>See KI 1</p> <p>£336 logo sports wear</p> <p>None</p> <p>None</p>	<p>Children say that they enjoy half-termly competitions run by RuggedEds. See participation spreadsheet.</p> <p>Clubs advertised on sports board. Most children in KS2 go to at least one sports club outside school. (see data) Links with Sheffield United, Sheffield Hockey, Hallamshire Squash and tennis, RuggedEds, SY Orienteering, Sheffield Collegiate Cricket, Grove Tennis, Climbing Works.</p> <p>When asked, children talk about how much they enjoy competitions led by Sports Leaders. See participation document.</p> <p>Children enjoy lunch clubs each week and taking part in half-termly inter-house competitions.</p>	Provide more opportunities for KS1 children next year.

	clubs.			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Kerry Pearson
Date:	13.7.20
Governor:	
Date:	