

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Increasing range of extra-curricular activities for children of all ages. - Children are accessing more sporting competitions. - Staff confidence and ability to teach PE has started to improve - Staff trained to deliver better quality PE sessions with support from coaches. - Children now accessing all parts of the PE curriculum, including dance. 	<ul style="list-style-type: none"> - more detailed progression of skills and knowledge to ensure children are developing in PE year on year. The curriculum is currently planned around Y1/2, Y3/4 and Y5/6. - an introductory system for assessing children’s skills and knowledge. There is currently no assessment of PE other than on end of year reports to parents. - Subject leadership of PE needs to be in place underpinned with quality CPD. The teacher is new to the post. - provision for catch-up sessions for Y5 children who are unable to swim. Currently, a small percentage of children leave the academy able to swim 25metres

Meeting national curriculum requirements for swimming and water safety.	Percentage of cohort
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.	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%

<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>	<p>No - this was planned but unable to commit to lessons due to pool closure throughout lockdown</p>
--	--

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: £19,230	Date Updated: 01/07/2020	
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:
			24%
Intent	Implementation	Impact	
Children to take part in the daily physical activity	Optional participation in the Daily Mile £500 – available at morning play <ul style="list-style-type: none"> - Support staff to lead this in each phase/bubble 		
	Daily movement activities within lessons e.g. Super movers/Joe Wicks / Daily Mile £200 <ul style="list-style-type: none"> - Teachers to plan this into each day, dependent on needs of the children - Training on key activities i.e. Supermovers 		
	Active play to take place during playtimes £1430 <ul style="list-style-type: none"> - Purchase suitable resources which children can access independently. 		

<p>Improve the quality of PE lessons and the resources used within lessons</p>	<p>Purchase of PESSPA programme to support delivery of high quality PE lessons</p> <ul style="list-style-type: none"> - IPEP purchased <p>External Sports Coaches to support delivery and upskill teachers</p> <ul style="list-style-type: none"> - Club Doncaster (multi sports) - Julia Goulter (Gymnastics) - Cr8tive Dance (dance) 	<p>See key indicator 3</p> <p>See Key indicator 3</p>		
<p>Resources/equipment will not be a barrier to accessing PE</p>	<p>Access to appropriate PE uniform</p> <ul style="list-style-type: none"> - Staff will be role models and promote wearing correct kit for PE lessons - Purchase of spare PE uniform to be accessed by children who forget their PE kit - Financial support for low income families to purchase the expected school kit <p>Access to the required equipment for PE lessons / clubs</p> <ul style="list-style-type: none"> - PE resource audit to identify the resources needed to enable all PE units to take place using high quality resources - Purchase of identified resources 	<p>£1500</p> <p>£1000</p>		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			5%
Intent	Implementation	Impact	
Development of understanding of PESSPA and the positive impact on the lives of young people	<p>Development of understanding of PESSPA</p> <ul style="list-style-type: none"> - CPD for PE lead and subsequent CPD for all staff - Partnerships with local schools <p>Promotion of PESSPA</p> <ul style="list-style-type: none"> - Child led PE focus group (PE champions / House Captains) to be developed to support promotion of PE across school - Links to be made with HLHL lead - Use of all school communication tools - Activities with parents 	£500	
PESSPA to form part of school ethos and school life.	<ul style="list-style-type: none"> - PESSPA to be built into the school Values Compass - Sporting role models to be evident in school – staff to promote their involvement in sport and wear appropriate kit during lessons 	£0	
	<ul style="list-style-type: none"> - Additional opportunities for PESSPA within the school curriculum - PE curriculum review 	£200	

	<ul style="list-style-type: none"> - Sporting role models visit the school. School staff to promote PESSPA and be role models to the children. <p>PE lead and other staff to Promote PESSPA through school communication platforms</p> <ul style="list-style-type: none"> - Twitter - Newsletter - Website - Letters - Local newspaper 	£200		
--	---	------	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			26%	
Intent	Implementation	Impact		
<p>Improve staff confidence, knowledge and skills in teaching PE and sport</p>	<ul style="list-style-type: none"> - Club Doncaster coaches to support delivery of select PE lessons where staff have been identified as requiring support. £3000 - coaches to be brought in to support staff with specific topics, as identified from skills audit i.e. dance £1000 - CPD focussing on select PESSPA areas, identified through staff questionnaire / T&L monitoring £500 - Purchase of IPEP to support delivery of PE lessons, providing support for planning and delivery £500 			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:	
			15%	
Intent	Implementation	Impact		
<p>Wide range of extra curricular sports clubs to be available across the year.</p>	<p>External agencies and school staff to provide sports clubs before, during and after school hours i.e. Club Doncaster, Cre8tive Dance.</p>	£2000		

<p>PE curriculum to provide opportunities for children to experience a wide range of sports</p>	<p>Review of curriculum to ensure progression of sport throughout school</p> <ul style="list-style-type: none"> - PE lead to have time out of class to regularly review the curriculum / provision - Additional sessions for Y5 children who do not meet the National Curriculum expectation (swim 25m) at the end of the Autumn Term. 	<p>£1000</p>		
--	---	--------------	--	--

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			30%
Intent	Implementation	Impact	
Increased range and frequency of Inter and intra sporting competitions	PE lead to organise Inter school sporting competitions - VENN academy and other local schools (focus on Thorne pyramid) (will be dependent on COVID-19 restrictions)	£500	
	PE lead to promote/organise Intra school sporting competitions - at the end of teaching sequence/IPEP unit, between year group classes / bubbles (half termly, will depend on IPEP unit) - House competitions (termly) - Whole school sporting events i.e. Dance exhibition	£500	
Promotion and attendance at sporting events and competitions	Trips to local events and competitions - Doncaster Rovers Football Matches	£1000	
	Hosting events to stream national competitions - International sporting competition i.e. FA cup	£500	

Increased availability of extra curricular clubs	Promotion of local clubs <ul style="list-style-type: none"> - Invitations to local club leads to promote their club to school children - Promote use of school facilities free of charge to local clubs 	£200		
	Promotion of school run extra curricular clubs <ul style="list-style-type: none"> - All teaching staff to lead one extra curricular club during the academic year - HLTA disaggregated hours to be used to run a club - Purchase of select external companies to run extra curricular clubs 	£3000		

Signed off by	
Head of School:	Emma Levers
Date:	01/09/2020
Subject Leader:	Shelley Whitfield
Date:	01/09/2020
Governor:	
Date:	