

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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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:
<ul style="list-style-type: none"> - Increasing range of extra-curricular activities for children of all ages. - Children are accessing more sporting competitions. - High quality lessons taught by a range of staff and external providers. - 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"> - There needs to be a 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. - There needs to be 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. - There needs to be 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.	
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.	71%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%

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
Planned for Summer 2020
This did not take place due to school closure

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/ 2020		Total fund allocated: £19,300		Date Updated: December 2019		
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: 22%	
Intent		Implementation		Impact	Sustainability and suggested next steps	
<ul style="list-style-type: none"> Improve play and provision at lunch breaks to engage children in high quality games. Ensure children's access to physical activity, through structured play, ensuring it occurs daily. Develop children's leadership skills by using them to be Playground Leaders. 		<ul style="list-style-type: none"> Purchase resources for Playground Leader activities Train and timetable Playground Leaders Allocate staff to 		£1,000 resources for PGL	<ul style="list-style-type: none"> Children were trained as Playground Leaders and led small group physical activities during break. Playground Leaders were responsible for organising resources and timetables. Throughout KS1 there were fewer behaviour incidents as children participated in structured and supported play opportunities. 	<ul style="list-style-type: none"> Train new children as it was not possible to plan for a transition period during the summer term. Continue with existing resources and purchase additional equipment for individual bubbles.
<ul style="list-style-type: none"> Offer lunchtime clubs, engaging children in high quality, physical and purposeful activity. Improve the range of clubs offered to children. 		<ul style="list-style-type: none"> Source external sports coaches to provide an increasing range of clubs 		£2,204 £1,125	<ul style="list-style-type: none"> Club Doncaster provided lunchtime clubs and this increased physical activity for children in Key Stage Two. Key Stage One children accessed a dance coach, therefore increasing their access to lunchtime provision. 	<ul style="list-style-type: none"> Carry forward funding from summer term and continue to offer clubs at lunch time.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15%
Intent	Implementation		Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> Academy to receive the Silver Mark for PE 	<ul style="list-style-type: none"> Appoint member of staff and assess using the set criteria Attend all events relevant to School Games Mark criteria 	£1,753	- Certain criteria met but mark not achieved due to school closure.	- Continue with award for 20-21, with PE subject leader completing assessment process.
<ul style="list-style-type: none"> Raise profile of individual's attainment in PE lessons 	<ul style="list-style-type: none"> Children to receive PE Pupil of the Week in Celebration Assembly each week Photographs of pupils shared on social media 	Nil	- Profile of PE raised and children visibly wearing their PE medal as PE Pupil of the Week.	- Develop this intent to involve children being PE champions for 20-21.
<ul style="list-style-type: none"> Celebrate PE achievements at whole school level 	<ul style="list-style-type: none"> Dedicated display board to raise the profile of sport and PE Use Celebration Assembly to share team results 	£100 resources	- Display board in place and the profile of PE as a subject has been raised. - PE is a weekly feature in Celebration Assembly	- Appoint new PE Champion and develop subject leader role further.
<ul style="list-style-type: none"> Ensure all children can swim at least 25m by the time they leave the academy. 	<ul style="list-style-type: none"> Organise and fund catch-up sessions for children in Y6 (summer term) 	£1,105	- Unable to organise as swimming pool was closed during Covid-19 lockdown.	- Organise for summer 2021.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			24%	
Intent	Implementation		Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> Improve confidence of teachers to teach PE across all aspects of the subject. 	<ul style="list-style-type: none"> Identified staff to have opportunities to team-teach with sports coaches. 	<p>£1,521 £1,560</p>	<ul style="list-style-type: none"> Key Stage Two staff all had six week team-teach support for delivering games and gymnastics. 	<ul style="list-style-type: none"> Support teacher confidence further by purchasing a high quality scheme.
<ul style="list-style-type: none"> Ensure CPD opportunities are available for teachers and support staff. 	<ul style="list-style-type: none"> Share CPD opportunities through staff notice board and email Use sports coaches to provide whole school training 	<p>£1000</p>	<ul style="list-style-type: none"> Planned for summer term and unable to deliver due to lockdown. 	<ul style="list-style-type: none"> Prioritise CPD for subject leader for PE.
<ul style="list-style-type: none"> Ensure children develop their skills and knowledge across the whole school and that they develop in different aspects of PE and sports. Evidence that children are making progress. 	<ul style="list-style-type: none"> Introduce precise progression of skills document from Y1 to Y6 across all aspects of PE to support planning Assess children's skills and knowledge. 	<p>£595 – online assessment tool</p>	<ul style="list-style-type: none"> Assessment introduced but unable to continue throughout the year. 	<ul style="list-style-type: none"> Develop assessment tool into 20-21 sp that the expectations are in line with other subjects.
<ul style="list-style-type: none"> Improve planning to ensure whole school improvement. 	<ul style="list-style-type: none"> Leaders monitor planning Feedback will identify improvements and need for any support 	<p>Nil</p>	<ul style="list-style-type: none"> Following curriculum review, PE planning has been introduced as a scheme. 	<ul style="list-style-type: none"> Continue with use of purchased scheme.
<ul style="list-style-type: none"> Up-skill PE Champion to quality assure PE lessons, sports clubs and physical activity sessions, regardless of provider. 	<ul style="list-style-type: none"> Leaders monitor lessons Feedback will secure improvements and identify need for support Provide relevant CPD 	<p>Nil</p>	<ul style="list-style-type: none"> PE Champion left the position January 2020 and unable to appoint due to Covid-19. 	<ul style="list-style-type: none"> Appoint new PE Champion/ subject leader September 2020

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			23%
Intent	Implementation		Impact
			Sustainability and suggested next steps
<ul style="list-style-type: none"> Provide children with opportunities for a range of clubs at different times of the day. 	<ul style="list-style-type: none"> Organise outside providers for new/ different clubs i.e. cheerleading Timetable clubs during breakfast club, lunchtime and after school. 	£2,204 £1,125 £1,014	<ul style="list-style-type: none"> - More clubs were available for children across all ages. - Clubs took place during breakfast and lunchtime as well as after school, offering more opportunities for children.
			<ul style="list-style-type: none"> - Limited access to space due to 'bubble' organisations. - Limiting visitors into school, as detailed in Covid risk assessment. - Promote more Brooke staff to provide extra-curricular provision.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			20%	
Intent	Implementation		Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> Set up competitions across the federation and within the pyramid. 	<ul style="list-style-type: none"> Establish links with local schools Organise timetable of key events and tournaments Release key staff to attend planned meetings 	£300	<ul style="list-style-type: none"> Unable to implement during spring and summer term due to Covid-19. 	<ul style="list-style-type: none"> Continue with this key indicator next year.
<ul style="list-style-type: none"> Establish academy teams linked to extra-curricular sports clubs. 	<ul style="list-style-type: none"> Plan extra-curricular clubs across the year linked to tournament events. 	£1000	<ul style="list-style-type: none"> Throughout the autumn term children accessed a dance, gymnastics, football and a rugby club. Tournaments did not get planned. 	<ul style="list-style-type: none"> Continue with this key indicator next year.
<ul style="list-style-type: none"> Raise the profile of competitive sport through appropriate kit. 	<ul style="list-style-type: none"> Purchase sports kit for all year groups. 	£1500		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date:	
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