

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 the number of clubs and extra-curricular engagement of all age groups -Increasing the quality of curriculum PE through high quality support and CPD for class teachers- teachers working alongside -Excellent coverage of the games PE curriculum -Inclusive sports like table cricket, fencing, archery and goalball developing -Improving playground games and young leader programmes -Increased participation at sports competitions and events -Increased performance levels at sporting events -Teams and events for all abilities, gender, age, etc. - School Games commitment award - Active Travel awards - Inclusive/SEND/Targeted opportunities 	<ul style="list-style-type: none"> -Increase quality of dance and gymnastics to match sport/games provision - Monitoring and evaluation of PE support and CPD -To continue to increase family participation in sports and the range of events- some less competitive- yoga, Zumba, etc. -Increase and strengthen links between PESSPA and mental health at pupil and family level -To continue to develop clubs and ensure that all groups of pupils engage with sport and physical activity at some level -To increase opportunities for more able pupils to be stretched and challenged -Increase the link between healthy eating and PESSPA as part of a balanced diet.

Meeting national curriculum requirements for swimming and water safety.	Yes
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.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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- we were very pleased with the standards reached by this cohort. Targeted families where required for further swimming provision.

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: £18,040	Date Updated:	
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	
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: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> -Trained playground leaders in Y5 and Y6 and selected a group to have further training to lead sports event that we host. This means that they have secure leadership and communication skills that set them up for life. -Develop new and safe playground systems to ensure that all children can be active throughout break and lunchtime. More children are active for 1 hour plus each day. -High quality PE and sports clubs (see later section for spend and impact) - Daily Mile ongoing on non-PE session days - Active lessons with physical activity built in to general pedagogy 	<ul style="list-style-type: none"> -equipment purchased and stored appropriately. -Training in place for all Y5/6 pupils. -Further trained for selected key leaders. -Training for SMSAs to develop and oversee the project. -MUGA/trim trail upkeep and equipment. -Extra SMSA to oversee the project and ensure safety. -Staff to ensure that pupils have dedicated physical exercise daily and learn to be healthy as part of the wider curriculum. 	<ul style="list-style-type: none"> £1000 £200 £200 £150 £1000 £1450 Total- £4000 	<ul style="list-style-type: none"> Approximately 70-80% of pupils are now active at breaks- games, skills or climbing, etc. Young leadership engagement is high and effective and impacting classroom progress. Also impacts likelihood to engage or volunteer in sport out of school. Health and safety figures show that injuries and incidents have decreased. Behaviour has improved rapidly. Pupils now have access to an extra 1 hour of exercise and/or games each day as well as high quality PE and clubs on top of this. 	<ul style="list-style-type: none"> Embed and develop so that Y5/6 are trained next year. Link to H/S figures and behaviour patterns more frequently. Develop further sports and games across the school grounds. Consider options on wet weather days- use of the hall at morning break- supervision options? Link to Active Travel planning and award success- target more families to be active at home and cycle/walk to school.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
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: £2040	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Link sports and clubs to the behaviour system and the new and now embedded ethos of 'play together, learn together, achieve together.'</p> <p>Raise profile of PE in school to impact on whole school issues and maintain Gold School Games Mark for 2019-20.</p> <p>Create and join P4Sport- local sports competition organisation.</p> <p>Designated governor for PESSPA</p> <p>The curriculum is balanced and broad at all age levels and provides extended opportunities to learn including sport and the arts</p> <p>Celebrating success of the schools' PESSPA offer with all staff, parents, wider community.</p>	<p>Ensure that effort and achievement are linked and that reward and competition are linked explicitly to behaviour systems and expectations.</p> <p>Use of the School Games & School Games values to promote and build a school ethos around PE & Sport across school.</p> <p>New competition programme for 8 local schools using local secondary and their Y10 as young leaders. Engage all abilities and year groups.</p> <p>High quality governor support and links to wider sporting knowledge and skills.</p> <p>Sport is high on the agenda in school.</p> <p>Newsletters and social media. Celebration assemblies/star of the week/ P4 Sport passport</p>	<p>£1040</p> <p>£0</p> <p>£1000</p> <p>Total £2040</p>	<p>Behaviour is outstanding. Any issues are addressed through reward and sanction using sport and games as a tool to ensure that child show high standards of organization and self-control.</p> <p>Huge access to clubs- boys and girls, SEND/PP, all abilities. Non-attenders targeted and new clubs developed/offered.</p> <p>Sports Awards which celebrate team and individual progress and achievement for all groups of pupils across many different sports. Further awards developed on leadership and resilience.</p> <p>P4Sport documents now track pupils who participate and/or achieve. 75% attended P4Sport and 35% attended each term. 98% represented school in at least one sports event/fixture. SEND/PP all targeted and included. 80% KS1 involved at least once- early intervention strategies taking shape. Increase attendance at events by families. Parent survey and twitter engagement followers. Active Travel award Bronze and Silver, on track for gold next year (also links to KPI1)</p>	<p>Embed the steps to success and the school ethos across all clubs and team events.</p> <p>Continue to develop the current level of engagement even though it is now very high- see register of growth.</p> <p>Sport remains fully embedded in the school ethos alongside the importance of wellbeing.</p> <p>High quality Sports Awards referenced all year and held annually at high quality venue. Awards for effort, progress, leadership.</p> <p>Develop P4Sport wider to include more family events and mental health linked input.</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34%
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: £6000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Specialist teachers in various areas of PE deployed to work alongside teachers. Teachers to team teach and take notes/keep and develop planning. Sports coach- 3 afternoons and 3 clubs. Dance/gym teacher. 1 day. Begin to develop higher quality and more meaningful cross curricular links in PE?	Continue to link teachers weaknesses (based on a skills audit) to specialist practitioners to ensure that CPD is delivered appropriately. EYFS included. Ensure adequate curriculum coverage for all years groups. Audit and develop quality of resources to support curriculum/club delivery.	£6k	Pupils receive quality first teaching and teachers work as a team to deliver and support less able and stretch more able. Teaching is good or better. Staff increase their competence and confidence to teach PE. Audits and teacher notes/planning show developing ability and confidence.	Ensure that PE is planned, mapped out and tracked by leaders. It should be assessed appropriately and securely and that teachers feed this information into specialist coaches, club leaders and new teachers/parents. Embed consistency of overarching T/L model in PE sessions. Develop wider cross-curricular links through PE.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
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: £2000</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>Additional achievements: Inclusive sports trailed and coached (table cricket, archery, fencing, table tennis, goal-ball) by specialists. Female in sport workshops.</p> <p>15 different clubs offered this year to a range of age groups including archery, dance, tennis, table tennis, football, cricket, netball, multi-skills.</p> <p>Developing sporting/cultural visits: Ice hockey/basketball/football/cricket in the last 12 months.</p>	<p>Offer various inclusive sports that supplement our broad sports and dance curriculum. Offer sporting visits to team events like football, cricket, basketball, netball. Encourage more girls to elite sport. Develop clubs for all pupils and subsidise these opportunities where required for vulnerable pupils.</p>	<p>£2000</p> <p>Self-funded</p> <p>Total- £2000</p>	<p>Children can access a wide range of sports. Children with SEND take part in PE lessons and competitions.</p> <p>Girls taking up sport and accessing higher levels- increased confidence in class. Children have several opportunities to try new sports like fencing, archery, table cricket, etc. See stats in appendix A</p> <p>Children accessing clubs as of 2019-20: All: 86% Girls: 83% F2/KS1: 63% PP: 61% SEND: 85%</p> <p>This represents excellent growth since 2017 for all groups.</p>	<p>Embed the inclusive sports programme and build links in this area with P4Sport, Team Plus and 4all Sport.</p> <p>Continue to develop the range and quality of clubs. Build links to external clubs for home learning. Encourage more disabled sports stars to attend/share assemblies, etc.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Employed sports coaches to lead on competition preparation and clubs. Develop a further commitment to smaller group PE provision for more/less able differentiation and identification/stretch of talented pupils.</p> <p>Sign up to P4Sport/Team Plus competitions. Target 75% of opportunities to compete across a spectrum of events.</p> <p>Engagement in the School Games Programme to promote participation in competitive school sport in and out of school.</p>	<p>Sign up to the P4Sport/Team Plus service and select competitions (including inclusive events) to attend and compete at.</p> <p>Ensure safe and appropriate transport is arranged where required and attendance benefits pupils or groups.</p> <p>Participation in Level 1 & Level 2 School Games activities covering all aspects of the curriculum and key team sports like football, cricket, tag rugby, tennis, multi-skills for all lower school pupils.</p>	<p>£2000</p> <p>£2000</p> <p>£0</p> <p>Total- £4k</p>	<p>All pupils Y1-Y6 have had opportunities to compete- many pupils at least termly in multi-skills, athletics, football, cricket, cheerleading, gymnastics, cycling, etc. Talented pupils play inter-school competitions against other local and regional schools: dance, football, cricket, netball, basketball, tennis, tag rugby. School Games commitment award- Gold for the 3rd year running. We won Barnsley Sports School of the Year in 2018 and South Yorkshire Sports School of the Year in 2019.</p>	<p>Target 80-90% of competitions.</p> <p>Continue to sign up to P4Sport /Team Plus and drive the local solution with other local schools to increase engagement further and reduce travel costs and complications. Develop approach to mental health and family events like Zumba and yoga, etc.</p> <p>Gifted and talented pupils mix with peers at other schools and are targeted for wider opportunities through competitions and fixtures.</p>
<p>Total Allocation: £18,040 (100%)</p> <p>Any money made from clubs (after paying the coaches) is used on:</p> <ol style="list-style-type: none"> 1. New resources for clubs and PE sessions 2. Supporting vulnerable pupils to access more clubs and opportunities 3. Transport to sporting events 4. To subsidise sporting visits like football matches (x4), cricket matches, ice-hockey matches and basketball matches (all of which have been organised to support cultural and sporting development over the last 3 years). 				

Appendix A			
	September 2017	September 2018	September 2019
Children with access to 2 hours PE	All: 65% Girls: 65% F2/KS1: 33% PP: 40% SEND: 25%	All: 83% Girls: 83% F2/KS1: 67% PP: 60% SEND: 41%	All: 92% Girls: 92% F2/KS1: 100% PP: 85% SEND: 65%
Children joining a sports club	All: 58% Girls: 48% F2/KS1: 30% PP: 25% SEND: 10%	All: 79% Girls: 68% F2/KS1: 52% PP: 43% SEND: 23%	All: 86% Girls: 83% F2/KS1: 63% PP: 61% SEND: 85%
Children joining 3 or more sports clubs	All: 12% Girls: 7% F2/KS1: 0% PP: 0% SEND: 0%	All: 28% Girls: 19% F2/KS1: 7% PP: 18% SEND: 12%	All: 43% Girls: 35% F2/KS1: 20% PP: 33% SEND: 20%
Children taking part in competitive sport or dance out of school	All: 25% Girls: 18% F2/KS1: 13% PP: 8% SEND: 10%	All: 62% Girls: 60% F2/KS1: 29% PP: 23% SEND: 23%	All: 79% Girls: 81% F2/KS1: 43% PP: 37% SEND: 35%
Children representing school at intra-school events	All: 81% Girls: 68% F2/KS1: 50% PP: 67% SEND: 23%	All: 95% Girls: 87% F2/KS1: 89% PP: 83% SEND: 41%	All: 98% Girls: 92% F2/KS1: 91% PP: 90% SEND: 90%
Children representing school at inter-school events (termly on average)	All: 33% Girls: 26% F2/KS1: 0% PP: 3% SEND: 0%	All: 66% Girls: 58% F2/KS1: 15% PP: 67% SEND: 17%	All: 72% Girls: 73% F2/KS1: 37% PP: 70% SEND: 31%
Children accessing sports leadership opportunities	Year 5 and 6 only	Years 3, 4, 5 and 6	Years 3, 4, 5 and 6 Y5 Playground leaders every day
Children accessing high quality sport at play/lunch time (amount of time)	20 minutes per day on average per child	45 minutes per day on average per child plus Daily Mile	60 minutes per day on average per child plus Daily Mile

Signed off by	
Head Teacher:	Mr Lee McClure
Date:	22/07/2020
Subject Leader:	Mrs Nicola Exley
Date:	20/07/2020
Governor:	Mr Andrew Noble
Date:	28/07/2020