

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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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:
<p>Attending competitions and achieving good results (competitions for all children, including those with SEN – Boccia, football) Developing cross-curricular links between reading and sport – Premier League Reading Stars</p> <p>Implementing consistent planning and assessment across the new Primary setting</p> <p>Workshops (with cross curricular links) – circus skills, roald dahl, polar express, ballet</p> <p>Work with local clubs/coaches to provide links for children to attend clubs outside of school once they have had a ‘taster’ in school – wolf mountain, judo, table tennis</p> <p>Inter-House/class competitions regularly put on – football, girls football Kit to be provide an emphasis on sport – huge impact on children’s attitudes and aspirations for lower years</p> <p>Outdoor works booked for development of outdoor area to be completed by September.</p> <p>A whole school sport council (sharing a pupil voice and organising events across the school) -promoting sport and organising using sport to raise money for charities such as sports relief. They also organise competitions to promote healthy eating and living.</p>	<p>Increased participation in sporting activities (use of KS2 playground/Playscheme Leaders similar to ‘Heroes’ that we used to have/more lunchtime clubs)</p> <p>Attending more Level 3 competitions</p> <p>Developing PE equipment outdoors-introduce mile a day.</p> <p>Continue to increase staff confidence within PE (particularly in KS1 – found from staff Q) Increase % of children achieving required standard for swimming at the end of KS2 EYFS scheme (from staff Q)</p>

<p>Meeting national curriculum requirements for swimming and water safety.</p> <ul style="list-style-type: none"> • Please note that data is not complete, due to school closures. • 50% of year group did not attend. 	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	26%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	26%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	26%
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

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: £20,180		Date Updated: 30.6.20	
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:
					63%
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?:	
-Development KS2 playground to encourage physical activity/development.	To carry out daily mile a day. To use new equipment to support wider opportunities for clubs.		£9,180	Work to commence in Summer holidays.	
-Develop Forest/outdoor area to develop skills and improve well-being.	Continue with Wild Tribe training and organise quotations to develop area.		£3,317.52	To arrange quotations from Autumn term.	
-5 A Day daily exercise before lessons and after lunch to prepare children for lessons.	Ensure new staff are able to access.		£252.00	General impact of KI 1: Increased engagement in physical activity improves pupil health and fitness, social skills and emotional well-being.	
				Older children to carry out 5 A Day with Spanish subtitles to support mfl.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:	Sustainability and suggested next steps:
Demonstrate to children the importance of being prepared and organised for sporting activities through staff modelling.	- Develop system of keeping track of children with no/incorrect kit and provide copy of letter for every class to use as template.	No cost	Each class have been using the letters to send home when appropriate to raise awareness of the correct kit needed. Decrease in the number of children not having correct kit, particularly in the lower years.	Continue to use letters as and when appropriate throughout all school years at Springdale.
-Promote challenge and motivation to achieve	Use of school display and website to celebrate achievements.	No cost	General impact of KI 2: All children are aware of what sport activity takes place at Springdale and recognise the sporting achievements of their peers. Promotes working hard and persevering to achieve across all subjects.	Children to lead completion of sports report. To discuss new format in a Sports Council.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. Staff to attend/receive CPD in PE.	<ul style="list-style-type: none"> - Identify the local centres who are running these courses. - Identify staff to be enrolled. - Establish dates when cover is required and appoint cover staff with KB. - Ensure that time is provided for school based working and to share findings. ST and LB-Wild Tribe GW-Active Play through storytelling. BC-Active English ST-Ofsted update	£909.45	<p>Staff completed questionnaires for each course that showed a positive outcome after their attendance, e.g. more confidence and ideas to use within their own teaching. Staff also provided feedback to other staff within their year group regarding ideas covered during their course which could then be used in parallel classes.</p> <p>BC led a whole staff inset to ensure staff were given the opportunities to try resources and set up logins.</p> <p>General impact of KI 3: Staff are more confident and competent in terms of their knowledge and understanding of the PE curriculum. Enhanced quality of teaching, learning, delivery and assessment of PE leads to improved standards with greater and more rapid progress.</p>	Staff working within the same year groups again next year so able to implement this training again. Look for other courses and CPD opportunities for staff from September. To revisit opportunities that were cancelled the second half of the school year.LB-Wild Tribe cancelled.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				31%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	- Contact external providers for expertise in clubs (soccer 2000 adapted provisions to suit needs and wishes of Springdale children, e.g. dodgeball club) Organisation of holiday clubs.	£4,427	Upon reflection children shared that they would recommend the clubs to a friend next year or attend themselves again.	Clubs currently being set up for next academic year using these strong links to outside coaches/clubs that will then provide performance pathways for children where appropriate.
-Updating equipment and resources across Primary setting	-New equipment needed for lessons (e.g. timers for circuit training)	£1484.03	PE resource cupboard updated with equipment that allows new sports to be taught with greater impact.	List of equipment gathered from each staff member ready to order in the new academic year.
Chance to Dance Additional achievements:	Y3 staff to support and discuss with coaches children that are selected for scholarships.	£400.00	Children travelled to Birmingham to watch ballet. Completely new experience for the majority of children. Positive feedback from children and parents. General impact of KI 4: Children of all abilities can access extracurricular sporting provision, improving their health and fitness, social skills and emotional well-being. Clearer talent pathways are available into an increased range of opportunities, so talent is nurtured and challenged and children can continue to excel.	Communication with parents regarding the next steps for selected children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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>- To introduce additional intra-school competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>- Take B & C teams to competitions</p>	<p>- Arrange friendly competition both inter/intra school with help from sport council (competitions run in KS1 and KS2)</p> <p>- Increase awareness/promote opportunities around school and transport for more teams to attend competitions (B teams attended several competitions so far this year in Cross country, football)</p>	<p>No Cost</p> <p>£210.00</p>	<p>Multiple teams have participated in competitive sports this year. We have held intra competitions for Y1-Y6. Children were placed 1st to 3rd with medals. We competed up to C teams in Cross country and to B in football. We have engaged in boccia and unified football including children from our learning resource base. The girls' football team has been a continued success.</p>	<p>Team selections to continue next year, using the new assessments from each year group to highlight children who have potential but may not necessarily put themselves forward at first. Plan to develop intra competitions further and start at an earlier stage of the school year.</p> <p>Missed opportunities due to school closure.</p>