



# Evidencing the Impact of the Primary PE and Sport Premium

Shelley First School  
Expenditure 2019/2020

Commissioned by  
Department for Education

Created by



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

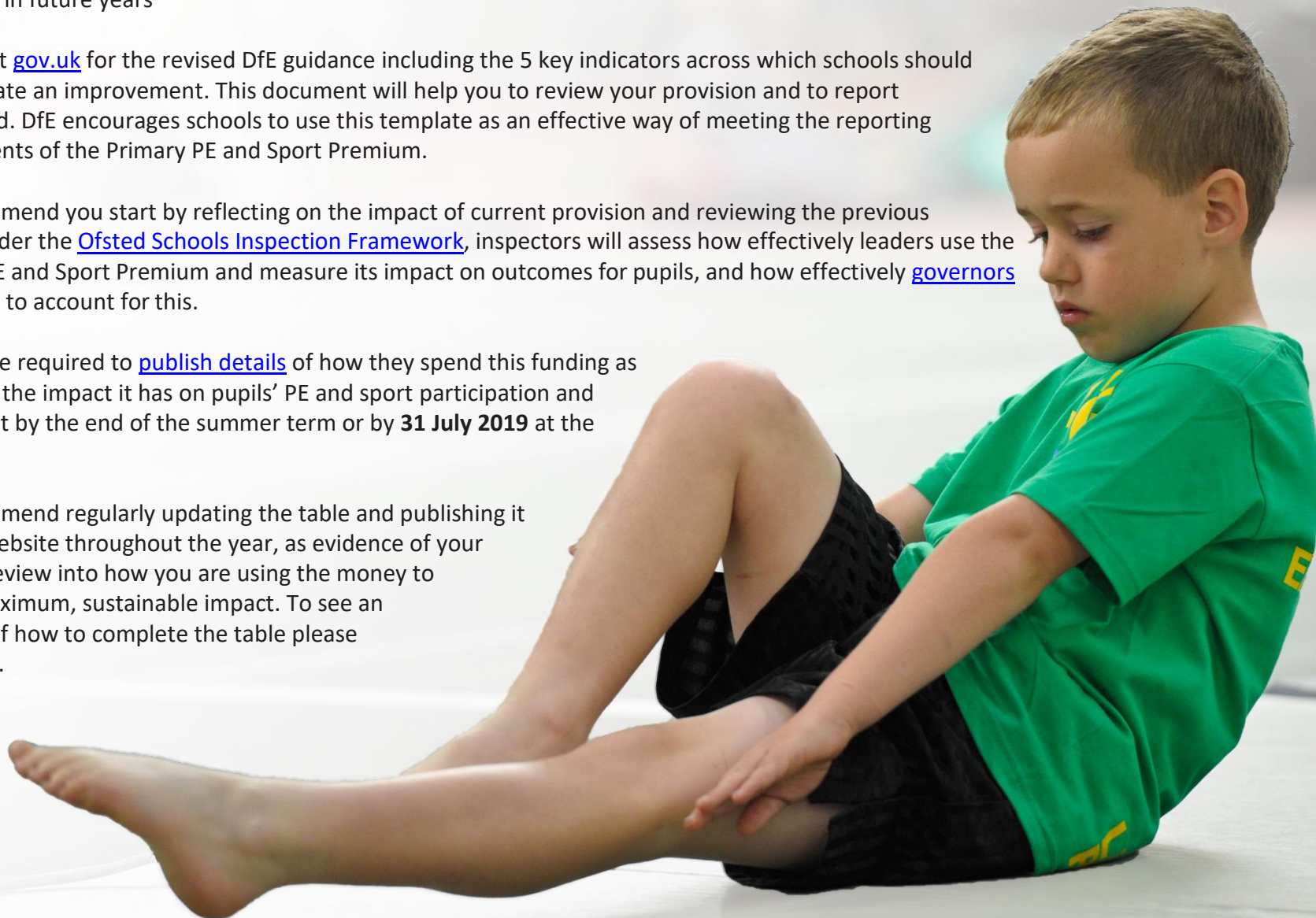
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](http://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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p><b>Key achievements in 2019/20</b></p> <ul style="list-style-type: none"> <li>- Introduction of broad and varied sports / activities taught in PE lessons eg cheerleading</li> </ul> <p><b>Key achievements in 2018/2019</b></p> <ul style="list-style-type: none"> <li>- CPD of staff in Gymnastics and orienteering has improved their confidence to teach these disciplines</li> <li>- Participation in organised School Games Competitions, the highest in the School Pyramid with over 20 inter-school competitions participated in.</li> <li>- School achieved Gold for Sports Mark award for the first time</li> <li>- 6% increase in participation at interschool competitions from previous year.</li> <li>- New opportunities for children to participate in a variety of sport and physical disciplines including: table tennis, ballet, trampolining and climbing</li> <li>- Purchase of 2 table tennis tables increased participation in sport at lunchtime</li> <li>- Sports Crews introduced skipping club. Encouraged a high percentage of pupils wanting to learn to skip or improve skipping skill set at lunchtime.</li> <li>- Opportunities given to pupils to participate in outdoor and adventurous activities eg rock climbing and caving</li> <li>- New table tennis club for Y4 and Y5 children encouraged less active children to participate in a competitive sport.</li> <li>- Introduction of outdoor sports store to encourage participation in a variety of physical activities during lunchtimes supported by the Y5 Sports Crews.</li> </ul>	<p><b>September 2019</b></p> <ul style="list-style-type: none"> <li>- Provide specific coaching to support pupils attending inter school competitions eg football, hockey. EoN – Increase pupil knowledge of skills required in a variety of sports and how these apply to competitive participation</li> <li>- Continue to target inactive children by encouraging participation in afterschool clubs or wider opportunities. EoN – Lack of physical inactivity can contribute to childhood obesity and by encouraging participation of fun activities with their peers can help to form positive attitudes toward an active lifestyle which has the potential to improve educational and health and wellbeing outcomes</li> <li>- Carry out an inventory audit of all PE equipment to ensure pupils have access to quality equipment for both PE lessons and during lunchtime and playtimes</li> <li>- Create active environments – good access to, and integration in the school day of, open space, forest school and playgrounds ensures positive associations between these environments and physical activity. EoN – access to a range of equipment and environments support and encourage physical activity among children and young people.</li> <li>- Offer choice and variety in both PE lessons and playtimes and lunchtimes. EoN – offering a variety of physical activity opportunities for pupils to take part in, including free play can increase participation in physical activity. In addition, a focus on games and fun, as well as the more traditional sports or competitive activities can help to encourage participation, particularly among inactive pupils.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 5 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	No figures available due to Covid-19
What percentage of your current Year 5 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 5 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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 students today and for the future.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £17710		<b>Date Updated:</b>	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 28%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Focus:</p> <ul style="list-style-type: none"> <li>To ensure resources are suitable to deliver high quality PE</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>Children can develop their skills with the use of high quality equipment</li> </ul> <p>Focus:</p> <ul style="list-style-type: none"> <li>To promote physical activity throughout the school day during times of low physical activity</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>Improved concentration and attainment in numeracy and literacy</li> </ul>	<ul style="list-style-type: none"> <li>Replace any damaged or unsuitable for use equipment. Ensure that the colour-coded boxes are sustained with relevant pieces of equipment. Audit equipment within school so that it is accounted for</li> <li>Smart Wristband System</li> </ul>	<p>£955</p> <p>£4000</p>	<p>Monitoring shows that teachers are able to teach effectively using high quality equipment that is fit for purpose.</p> <p>Children are able to develop a variety of skills with high quality equipment provided. E.g. tennis balls that bounce consistently</p> <p>Via CPD staff are aware of the equipment that is available for them to use in PE lessons. This has allowed for the delivery of a variety of activities requiring a variety of skills.</p> <p>In lessons, children show more focus in lessons after having increased levels of physical movement.</p> <p>Children are keen to be active at playtimes and want to be more active during the day.</p>	<p>Continue to monitor the equipment in school and what is being used. Promote equipment that is available in school that new teachers may be unaware of.</p> <p>Continue to promote active classrooms. Encourage teachers to use active ideas to promote increased physical activity during learning times (low level of physical activity).</p>	

Key indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement				Percentage of total allocation:
				8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Focus:</p> <ul style="list-style-type: none"> <li>Implementation and upkeep of PE noticeboard in school to promote and celebrate achievement, promote activities both in and out of school and provide information regarding PE related opportunities</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>Children are encouraged to participate in a variety of physical activities and sports both in and out of school</li> </ul>	<ul style="list-style-type: none"> <li>Install Noticeboard in school hall and allocate admin time for upkeep</li> </ul>	£450	Board erected in school hall but its impact has not been seen due to COVID-19.	Continue to share opportunities with children on display. Continue to promote sport and physical activity achievements with images of children in school.
<p>Focus:</p> <ul style="list-style-type: none"> <li>Use Bikeability as an opportunity to raise the profile of and to promote the benefits of cycling</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>Increased confidence and proficiency in cycling therefore encouraging healthier lifestyles outside school and to increase the use of bicycles as a mode of transport to school</li> </ul>	<ul style="list-style-type: none"> <li>Book bikeability and balanceability sessions for relevant classes</li> </ul>	FOC	Children are riding in their free time more frequently. Year 5 children using their bikes to cycle to school. Children can show their improved understanding about road safety when cycling to school and in their free time.	Continue to provide year 5 children with the opportunity to complete the level 2 Bikeability course. Continue to provide the opportunity for children in Reception to access the Balance-ability course.
<p>Focus:</p> <ul style="list-style-type: none"> <li>Continue to track children's ability in four skills (throwing, running &amp; jumping)</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>To evidence children's progress each year</li> </ul>	<ul style="list-style-type: none"> <li>Record Quad Kid Scores at start of each school year, supported by School Sports Partnership</li> </ul>	£1000 (part of SSCO costs)	Due to unforeseen circumstances, tracking has not been completed with the support of the SSCO this year.	Create a sustained tracking system for all children that is used as an assessment tool.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Focus:</p> <ul style="list-style-type: none"> <li>Build capacity to ensure that teachers have the skills to teach good and outstanding PE lessons</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>Teaching of PE is at least good with 'Outstanding' for the whole school and this will be sustainable</li> </ul>	<ul style="list-style-type: none"> <li>Project Sport to work in a coaching capacity to support staff in delivering high quality lessons in a variety of disciplines focussing on skills progression – this year's focus will be cheerleading, tennis and gymnastics</li> </ul>	£2,496.00	Monitoring shows that teachers have become more skilled and have become more confident in teaching dance (cheerleading) and gymnastics this year. Staff feedback supports this also.	Continue to develop teachers using CPD offered by the SSCO. Use questionnaires to action further support for teachers in delivering 'high quality' PE.
<p>Focus:</p> <ul style="list-style-type: none"> <li>To externally monitor the delivery of high quality PE</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>Teaching of PE is at least good with 'Outstanding' for the whole school</li> </ul>	<ul style="list-style-type: none"> <li>Use SSCO to monitor, coach and support the delivery of PE</li> </ul>	£1,000.00	This has been impacted due to unforeseen circumstances (COVID-19).	Continue to use the support of the SSCO in monitoring and supporting the delivery of 'high quality' PE.
<p>Focus:</p> <ul style="list-style-type: none"> <li>To develop skills of teachers in the delivery of Orienteering and Gymnastics</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>Upskill staff to enable the delivery of interesting, varied and challenging PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>Sports coaches to work in a coaching capacity to support staff in delivering high quality lessons in a variety of disciplines focussing on skills progression</li> </ul>	As part of Project Sport Provision	Teachers have been upskilled in teaching gymnastics, orienteering and cheerleading. This has been evidenced via monitoring.	Continue to use external coaches and CPD opportunities to support teachers in the delivery of 'high quality PE'.
<p>Focus:</p> <ul style="list-style-type: none"> <li>To develop skills of NQT and RQT teachers by providing targeted CPD opportunities</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>Upskill staff to enable the delivery of interesting, varied and challenging PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>GP to attend training</li> <li>GP / SW to attend PE Conference</li> <li>Membership of AfPE</li> <li>Attend specific CPD opportunities provided by Pennine Sports Partnership</li> </ul>	£1896	<p>Staff made aware of the impact of PE at conference. Given ideas of encouraging participation in physical activity.</p> <p>NQT has been upskilled in the delivery of PE after completing NQT introduction to PE course. Staff attending gymnastics course</p>	Continue to use AfPE membership to support with the delivery of PE and School sport.

			Have gained confidence and subject knowledge in delivery of gymnastics.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Focus:</p> <ul style="list-style-type: none"> <li>To pique children's interests in a variety of 'alternative' sports</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>Children will develop interest and enjoyment of a wider variety of sports and look to participate outside of school</li> </ul> <p>Focus:</p> <ul style="list-style-type: none"> <li>Provide playleader training to KS2 pupils to enable them to work with children in KS1 to encourage physical activity during lunchtimes</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>KS2 children will learn and develop leadership skills</li> <li>KS1 children will develop and maintain a positive attitude towards physical activity and sport</li> </ul>	<ul style="list-style-type: none"> <li>Employ specialist sports coaches: <ul style="list-style-type: none"> <li>Orienteering</li> <li>Cheerleading</li> <li>Gymnastics</li> <li>Outdoor and adventure</li> </ul> </li> <li>Project Sport / SSCO to provide training for children and support adults to deliver training in the future</li> </ul>	<p>£2600</p> <p>£800</p>	<p>Children's participation levels have continued to be high although many events were cancelled due to COVID-19.</p> <p>Play Leader training not fully complete due to COVID- 19.</p>	<p>Continue to encourage all children to access events organised by the SSCO. Continue to share success at events in assemblies, on the display board and through social media.</p> <p>Offer Play Leader training for year 5 and 4's so that there is sustainability each year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Focus:</p> <ul style="list-style-type: none"> <li>To sustain high levels of participation in sport and competitive sport out of school hours</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>Children maintain a positive attitude towards physical activity and sport.</li> <li>Children are encouraged to participate in a variety of physical activities and sports</li> </ul>	<ul style="list-style-type: none"> <li>To maintain the numbers of children attending Shelley Pyramid Sports Partnership events</li> <li>To actively promote sporting events and events taking place outside of school</li> <li>Provide exciting and varied after school sports clubs including Taekwondo, football, dance, multi-sports and netball</li> </ul>	<p>£2500.00 as part of SSCOP provision</p> <p>£250 to enable pupils eligible for Pupil Premium funding to access ASCs free of charge</p>	<p>Due to COVID-19, teachers have encouraged children to be physically active and share what they have been doing. Many children have been on long walks and bike rides with their families.</p> <p>During the pandemic, children have also shared that they have completed Joe Wicks' daily activity sessions.</p>	<p>Continue to celebrate the success of sporting achievements and physical activity in assemblies, on the school's website etc.</p>