

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:
Funding has allowed us to purchase new equipment to ensure that PE lessons can be better resourced across different sports and developed in school giving a wider range of opportunities. Improved participation rates at inter school competitions Hull Active Schools partnership. A broader range of sporting activities offered to children, both through the curriculum and extra-curricular. Earning Bronze Schools Games Mark 2018/19.	Pupil fitness audit to identify children below the age related fitness level and improve whole school fitness. Raise the profile of sports across the school. Use PE and school sports as a tool to narrow the attainment gap and ensure at least expected progress (including the progress of vulnerable pupils, those in receipt of pupil premium and middle achievers, as identified in the whole school Raise the confidence and staff knowledge in key areas as identified by staff audits. Increase percentage of pupils able to swim a minimum of 25m and perform safe self-rescue competently.

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?	41%
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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	24%
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

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: £18,930	Date Updated: March 2021		Percentage of total allocation:
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				40%
Intent	Implementation		Impact	Sustainability and suggested next steps:
To purchase equipment to develop new sports and ensuring equipment is fully accessible and fit for use.	Identify equipment needs across the school through equipment audit and consultation with staff.	£6985.00	Pupils and staff have greater access to high quality equipment therefore giving a greater sense of ownership and value to the equipment and its use.	PE equipment to be kept separate from playground equipment to ensure longevity.
All children to have 2 hours per week of curricular PE and additional opportunities for physical activities during the school day.	Identify cross-curricular active learning opportunities and implement them regularly into lessons.		Children being physically active more often throughout the day.	Identify further ways to incorporate active learning into the school day.
Purchase equipment for playground based activities, giving all pupils an opportunity to participate in at 60 minutes of physical activity a day in school as per government guidelines.	Playground staff to introduce a wider range of playtime equipment enabling a greater number of pupils to achieve 60 minutes of physical activity per day.	£621.30	This has led to a reduction in behavioural issues during play times and lunch times as the level of engagement and enjoyment increases.	Train children to become play leaders during playtime and lunchtimes. Upskill playground staff to introduce a wider range of playtime games and activities.
Provide children with a range of extra-curricular clubs to increase opportunities for participation.	Employ external agencies to provide a range of afterschool sports clubs.		Children receive opportunities to participate in physical activities that they may not have access to outside of school leading to improved attitudes to fitness, determination and wellbeing.	Continue to develop a wider range of clubs so children want to access them in the community and at club level. Target children for active interventions clubs such as Change4Life.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:	
					21%	
Intent	Implementation		Impact		Sustainability and suggested next steps:	
		Funding allocated:	Evidence of impact:			
Pupils participate in PE sessions every week.	Ensure that activities are differentiated to allow all children to access them. PE lead given release time to develop staff skills.	£4000.00	Pupils engage in PE lessons therefore improving fitness, confidence and interest in physical activities.		Monitor attendance and participation levels of disadvantaged, sedentary and SEND pupils.	
To introduce Play Leaders, made up of pupils from years 5 and 6.						
To raise the profile in school of Sport and PE.	Develop PE noticeboard, post on Twitter and in the school newsletter to highlight events. Staff to employ cross-curricular links providing physical activities across a range of subjects.		Families reciprocating and taking pride in their children's sporting activities through posting photographs of promoted physical activities and successes to school Twitter account.		To raise the profile in school of Sport and PE through the use of assemblies, Twitter and School newsletter to highlight events and sporting successes in and out of school.	
Afterschool opportunities being redeveloped to give a greater range of clubs and opportunities for all pupils in the school to attend a minimum of 1 club per week.	Employ external agencies to provide a range of afterschool sports clubs.		Increased participation in after school clubs in a range of physical activities.		To continue to develop a range of afterschool clubs, based on children's interests to encourage engagement	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:			
21%			
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Review of PE equipment to support quality delivery.	Audit and purchase PE equipment. Liaise with staff to identify needs.	All children have access to relevant equipment enabling them to develop their skills.	Investigate School Sport Partnerships to deliver CPD and Team teach opportunities.
Develop the PE curriculum so teaching staff are aware of progression within PE throughout KS1 and KS2.	Assess the existing PE curriculum to identify declarative and procedural knowledge, including key vocabulary to be used throughout lessons. Planning scrutiny to highlight strengths and points for development.	Pupils able to use key vocabulary related to each physical activity and understand the meaning.	Ensure all staff can easily access, understand and implement progression. Investigate apps to support teachers in their delivery through modelled activities and assessment.
Increase staff knowledge across a range of sports and activities.	Use of staff expertise within school to develop skills and knowledge. Professional coaches through community links to support delivery of rugby in school. PE lead given release time to develop staff skills. Hull FC School Sports Partnership employed to deliver PE lessons alongside staff and deliver CPD.	Staff will be upskilled across a range of sports and activities.	Investigate apps and opportunities for School Sport Partnerships to support teachers in their delivery through modelled activities and assessment.
			£4000.00

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:			
6%			
Intent	Implementation	Impact	
	Funding allocated:		Sustainability and suggested next steps:
Use of community and local clubs to introduce new activities throughout the school.	Identify sports and activities of interest to pupils through pupil voice. Increase the level of opportunity for more pupils to participate. Local coaches coming into school to impart their skills and knowledge onto the pupils	Increased interest and participation of pupils.	
Ensuring a greater number of children are able to swim competently and perform safe water rescue by the end of Year 6 in line with the National Curriculum	Change swimming provider after reviewing success rates, content and quality of delivery.	Due to COVID19, the swimming lesson have yet to take place.	Ensure the current Year 4 cohort who have been unable to access swimming this year are able to access lessons as a priority in 2020-21, as well as the new Year 4s from September.
Offer a broader range of activities to all pupils.	Due to COVID19, this has been promoted through the school Twitter feed using Youth Sport Trust, Hull Active Schools and Get Set Tokyo for weekly ideas.	Pupils have logged activities through the Travel to Tokyo website and many have beaten their weekly activity targets.	Continue to promote physical activity at home and in school using Twitter, newsletters, email and the school website.
Additional achievements:			

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:				
8%				
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:
Increased participation in inter-school competitions organised by Hull Active Schools in a range of sporting activities.	Ensure that the curriculum and after-school clubs have links with competitions run by HAS to ensure children have prior knowledge of events before competition and a wider range if children given the opportunity to participate.	£1500 for HAS membership	Positive impact on confidence, attitude and desire to represent Southcoates in future competitions.	Increase the range of after-school club activities to link in with competitions that a run annually.
Increased participation in intra-school sports.	Sign up to Get Set Tokyo and set up class teams to compete against each other. Children log activities and time spent to be the most active class.	£95.00 transport cost	36 children attended Sportshall athletics from key stage 2, a huge increase on last year. Even through school closure, children are still logging activities from home, regularly beating their class targets and sharing on Twitter.	

Signed off by	
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