



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 2019:	Areas for further improvement and baseline evidence of need:
<p>We took part in many sporting activities during 2017/18 and proud to have built upon successes of the previous year. During last year we achieved Gold Active Mark again and hope to achieve this again next year.</p> <p>Sporting fixtures for 2018-19</p> <ul style="list-style-type: none"> • Cup and league Football for Y4,Y5,Y6 • Girls football • Mini Tennis for Y3/4/5 • Trigolf Year 6 • Netball Y5/6 girls • Dodgeball Y2/3 • Woodlesford annual cross country run Y3/4/5/6/ (40 pupils took part) • Athletics Y5/6 • Golden Mile Reception – Year 6 • Kwick cricket Y5/6 • Triathlon Y5/6 • Swimming Y3 	<ul style="list-style-type: none"> • During 2019-2020 we aim to include more pupils in competitive sport and include more pupils from KS1, girls, PP pupils and SEND. • We will continue with the daily mile into our PE provision on a weekly basis – assessing speed and improvement. • We aim to continue to engage in competitive sport within our Catholic and local leagues. • We will continue to support pupils who find physical development a challenge by offering support sessions as an addition in small tailored groups during lunchtimes. • We aim to extend our extracurricular provision so that more sporting activities are on offer. • We aim to increase our gymnastics provision within school and upskill staff in delivery of this area of PE. • Continue to monitor the replacement cycle of PE equipment within school • Through our PSHE scheme we aim to become Mind mate friendly by July 2020 and begin to work towards healthy school status by 2021

Meeting national curriculum requirements for swimming and water safety.	
<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>	85%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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 An additional instructor during 2018-2019

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: £		Date Updated: January 2020	
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:
					%
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?	
Introduce active ingredients to our after-school club provision with physical activities on offer each night.		Sports leader (TA) / ASC team to lead sports during each ASC session 5 x weekly		TA 5 hours per week £1710	
		Premier Sports to offer lunchtime provision for pupils who engage less in whole class PE lessons. This will involve alternate sports and be pupil led		Lunchtime provision £1,360	
Golden Mile to be reintroduced as part of PE provision for all year groups.		Sports Leader and PE leader to monitor the impact of Golden Mile on fitness records taken each term. Pupils to increase stamina and fitness as a result of Golden Mile.		Sport Leader 2 hours per week £700	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
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>Premier Sports training for all staff at least once per half term to upskill subject knowledge and provide accurate assessment of pupils PE knowledge and skills.</p> <p>New PE leader on the teaching team to attend PE training as part of the alliance CPLD package.</p> <p>New long term plan to be written with clear knowledge and skills identified for all year groups</p>	<p>All staff to work alongside Premier Sports to deliver one PE lesson per term.</p> <p>Disseminate all training back to teaching team via staff meetings.</p> <p>Long term plan in place so that all pupils are being taught a sequential curriculum across seven years.</p>	<p>Training costs £300</p> <p>Training costs £200</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Continue to develop the sports lead TA alongside Premier Sports to upskill in a range of sports, skills and outcomes for pupils. HLTA and lead member of staff for swimming to attend up to date training via LCC in order to fully implement the swimming guidance at each session with Year 3 pupils.	Lead TA to work with KS2 for all PE sessions, mastering a range of sports and developing a clear understanding of progressive teaching of PE. Use of Swimming guidance by all staff attending with pupils – focused teaching taking place which extends pupils abilities in swimming.	Lead TA 2 days per week £5000 3 x staff members per swimming session £950 Transport costs to swimming £2625		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Additional achievements: Link with feeder high school to utilise and broaden the range of sports on offer.</p> <p>Dance to be part of our yearly curriculum offer and linked to other subject areas. Jointly led by teacher and provider.</p>	<p>Target group Y5 – engaging in Sports offer days with Becketts High School. Aim to experience cycling, badminton, trampolining and table tennis.</p> <p>All pupils to participate in dance led by external provider and teacher.</p>	<p>Transport costs £150</p> <p>Dance days £2000</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
To extend competitive sport within our Catholic and local leagues for Y1, Y2 and Y3 pupils.	Y1/2/and 3 to take part in the following: Road to Wembly Rugby RSSA Multiskills RSSA Dodgeball Girls football Staff members to be upskilled in teaching these new sports to younger pupils.	Transport: £65 per event £1500 Lead TA		
Continue to participate in Netball with the Catholic school and local league	Y5 and Y6 to participate in as many games as possible, upskilling each member. Teacher and TA Lead to facilitate weekly training after school.	1 hour per week Teacher/ TA £750 Transport to matches £500		
Continue to provide access for PP pupils to after school sports provision through grant.	Access for all PP pupils to extended school sport provision during the school year.			
Access to holiday clubs via Premier Sports for PP pupils to increase fitness and extend their enjoyment of sport.	Access to holiday provision for PP pupils via Premier Sports.			

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