

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 currently offer a wide range of extra-curricular sports clubs to all children during both lunchtimes and after school. This includes karate, football, rugby, gymnastics, table tennis and many more.</p> <p>Children are provided with 2 hours of P.E each week in school and CPD opportunities are provided to staff when needed.</p> <p>Throughout the year, all children are offered the chance to partake in sporting events during school time and have the opportunity to experience competitive sporting events. These are often linked with internal sporting festivals, which are run by our class teachers.</p> <p>SEN children are always considered by staff to be included as often as possible in standard P.E lessons. Where this is not possible, suitable alternatives are provided and supported by teaching or support staff.</p> <p>The merging of the Junior and Infant sides of the school has gone well and staff have a good understanding of the differences in the way PE is delivered in EYFS, KS1 and KS2 and how the children's learning develops throughout and across the key stages.</p> <p>After deliberation, we have installed a scheme of work for all key stages to ensure that there is assessment and progression in place throughout the school.</p>	<p>We are looking at how we can improve our playground areas around school to encourage the children to have more active break times and lunch times. Our children's voice group have already been discussing what sort of things they would like to see on the playground for next year and we have begun to look at the facilities that other schools possess.</p> <p>We are looking at ways to continue to improve the communication between school and parents around sport, exercise and well-being. This will likely include the increased use of social media.</p>

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? 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.	95.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81.8%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95.5%
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: £21050		Date Updated:	
<p>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</p>					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:
Improve the level of engaged activity during break times for EYFS and KS1 children.	Contribution of funds towards to active play equipment being installed on the Reception/Y1 playground. This will allow staff to direct and engage children during break and lunch times, as well as using in directed play as part of our active curriculum.		????	Building has begun on the active playground but is waiting for completion due to COVID.	<p>Monitor the use of the playground by asking staff to observe during break and lunch times.</p> <p>Speak to staff about how the equipment is being used and ask for feedback on any improvements that could be made around the use.</p> <p>Consider whether something similar/more progressive could be implemented on the KS2 playground.</p>
Children will be provided with good quality equipment to aid their physical learning.	On-going purchase of equipment throughout the school year when requested by staff or children's voice.		£3000	<p>Children have used all new equipment in a range of different P.E lessons, as well as through Sensory Circuit, school clubs and active break times.</p> <p>For instance, a crawl through tunnel was ordered for Sensory</p>	<p>Continue to monitor PE equipment across school and purchase more when necessary.</p>

			Circuit and sturdy basketball nets were ordered based on our next steps from last year.	
EYFS children will be provided with new balance bikes to ensure that they all have the opportunity to begin to learn the basics of how to ride a bike.	4 new balance bikes will be purchased to ensure the EYFS children have the opportunity to learn how to ride a bike.	£875	All EYFS children have had the opportunity to use the balance bikes across the year.	Continue to monitor the condition of the bikes and ensure they are fit for use. Speak to EYFS teachers to ensure that 4 bikes are sufficient to ensure activity by all children.
Children to understand what orienteering is and have the opportunity to experience it.	School to purchase mapping of the school area with orienteering markers and a pack of how to teach orienteering.	£325	Children in Y6 had the opportunity to use this equipment with a knowledgeable member of staff. Some children have taken part in the local orienteering events staged around Sheffield.	Continue to increase the usage of the orienteering equipment across all of the school. Re-arrange staff meeting that was cancelled due to COVID.
Children to be provided with the experience of Tri-Golf within in school.	School to purchase Tri-Golf equipment for use with Y3 children initially. Y3 staff have been provided with previous CPD of teaching this sport.	£690	Y3 staff have used the equipment to deliver Tri-Golf PE lessons in school (particularly during COVID) and they have reported that the children have really enjoyed it. Children have reported that they have enjoyed trying a new sport and 'something different from football'.	Consider rolling Tri-Golf out further across the school for other year groups to use as part of their PE curriculum.
Y6 children to be provided with chance to try a new sport. The school to build and strengthen the link with a local sports club.	Arranged for all Y6 classes to participate in two tennis lesson each delivered by Hallamshire Tennis Club professional coaches. We now have a contact at the club to refer children to.	£350	The Y6 children really enjoyed the opportunity as they found it useful being taught by a professional. This also helped the staff advance their own knowledge of teaching tennis. 1	Our contact at the club is hoping to come and deliver an assembly to KS2 children at some point next year. Continue to strengthen the relationship between the club

			child joined the club's junior tennis team following on from these sessions.	and the school.
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:
Attendance of POINTS network meetings (including Sports Conference @ Hillsborough) by lead P.E staff. This will ensure that any opportunities to increase participation in sport is acted upon and put in place for the children in school.	Attend all POINTS network meetings – acquire dates of sporting competitions e.g. Network Games. Consider the possibility of buying in external companies to increase participation in sport.	£400 (cost to cover class teacher) £1600 (cost of signing up to POINTS for 2 years)	Attendance at POINTS meetings ensured that all competitions on offer that were suitable were taken up by the school. 90 Y1 children and 30 Y4 children were due to participate in Network Games.	Continue to attend all POINTS meetings. Consider the possibility of using Skipping School to increase the participation of children in skipping and active break times.
Increase the awareness of school sport, PE lessons and external clubs.	Purchase and use a notice board in the main entrance to the school to ensure that parents and children are aware of which clubs they can attend in/after school and also links that we have to external clubs. We have also used this to display photos and information about the ongoing PE in lessons.	£180	Children have spoken to us around school mentioning that they are in photos on the board and showing interest in some of the clubs. Parents have verbally fed back that they are pleased that they can now access this information at school – particularly parents of KS1 children who weren't particularly aware of some of the sports clubs.	After full return to school, we intend to ask the children if any of them have taken up/ contacted a club about taking up a new sport.

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:
Children will get an understanding of what yoga is, what yoga lessons look like and how they can use the principles of yoga to help with their 'healthy minds'.	The school has invested in continuous CPD for yoga through purchasing a yoga teacher to work in school one day a week through the year with all children and staff.	£5225	All children now have knowledge of what yoga is and what a yoga lesson looks like. All teachers have received the opportunity to observe high-quality yoga lessons as a whole block and will now use this training to ensure that children are taught yoga for a block of indoor PE in future years.	Ensure that yoga is an allocated block of indoor PE for all year groups next year and that staff are using their training to ensure high-quality lessons are delivered to the children in future years.
Increase the knowledge of teachers who are less confident in teaching PE.	Identify teachers who would like CPD (1 Y5 teacher and 1 Y2 teacher) and send on the FA CPD course.	£400 (cover for class)	Both teachers have verbally reported that they have increased confidence in their PE knowledge and particularly in their confidence to deliver high-quality outdoor P.E lessons.	Continue to talk to both teachers and ensure that they have implemented the things they have learned into their P.E lessons. Also, look to identify any other staff who feel like they require CPD with particular areas of PE.
Sports Staff in school to meet on a half-termly basis to discuss sporting needs in school – considering impact on children and how to help develop staff in school.	<ul style="list-style-type: none"> Meet on a half-termly basis. Update all Sports Premium documents and ensure that money is being allocated to allow children to improve physical activity. Ensure that CPD opportunities 	£1000	<ul style="list-style-type: none"> All Sports Premium documents up to date and published in respective places. CPD opportunities have been provided to staff who have requested them/where they have been possible to deliver. 	Sports staff continue to meet on a half-term basis to ensure all planning, CPD opportunities and activities for children are arranged and in place where needed.

	are provided for staff.		<ul style="list-style-type: none"> Inter-school and intra-school competitions have been arranged and organised. 	
<p>Show clear progression in PE across year groups and key stages.</p> <p>Have a more rigorous planning template in place for less confident staff to follow.</p> <p>Provide a starting point for teachers to take ideas for lessons.</p> <p>Provide a simple and easy to use form of assessment for PE.</p>	<ul style="list-style-type: none"> Sign up to Get Set 4 PE planning. Deliver staff meeting around the planning and how to use it. Show and model the assessment tool to track performance. 	£680	<ul style="list-style-type: none"> Staff have given very positive feedback about the structure of the planning and its effectiveness in helping them plan and deliver high quality PE lessons. Assessment tracking has been completed by some staff and this has allowed us to look at sports in which children have done less well (if there might be a need for CPD) and also allowed teachers to identify children who need more support in future lessons. 	<p>Continue to discuss its effectiveness with staff in school. If there is anything they feel could improve it, then provide feedback to Get Set 4 PE.</p> <p>Ensure that all members of staff are using the assessment tool so that we can track this more rigorously across the whole of school.</p>
<p>Increase knowledge and confidence of NQT staff in teaching of PE.</p> <p>Provide some gymnastic teaching points for other staff in school via feedback.</p>	<ul style="list-style-type: none"> Send NQT teacher on Gymnastics course. Ask for her to feedback her learning to staff in KS2. 	£250	<ul style="list-style-type: none"> OH gave positive feedback in regards to the course and felt her confidence and knowledge has increased greatly in teaching of gymnastic. Also took teaching points that she felt applied to other PE teaching too. Delivered a short few minutes during a staff meeting in regards to points that she felt would be applicable to other staff. 	<p>Continue to identify areas that staff feel they would benefit with some CPD for.</p> <p>Raise opportunities of PE CPD courses with lead staff in school and discuss which staff might benefit from these.</p> <p>Continue to consider NQTs and RQTs and their relevant knowledge of PE teaching.</p>

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:
Children to understand what orienteering is and have the opportunity to experience it.	School to purchase mapping of the school area with orienteering markers and a pack of how to teach orienteering.	(As priced in indicator 1)		
Children will get an understanding of what yoga is, what yoga lessons look like and how they can use the principles of yoga to help with their 'healthy minds'.	The school has invested in continuous CPD for yoga through purchasing a yoga teacher to work in school one day a week through the year with all children and staff.	(As priced in indicator 2)	All children now have knowledge of what yoga is and what a yoga lesson looks like. All teachers have received the opportunity to observe high-quality yoga lessons as a whole block and will now use this training to ensure that children are taught yoga for a block of indoor PE in future years.	Ensure that yoga is an allocated block of indoor PE for all year groups next year and that staff are using their training to ensure high-quality lessons are delivered to the children in future years.
Hire local swimming pool to provide children with opportunity to take part in swimming trials for swimming gala.	Hire swimming pool for trials.	£195	<ul style="list-style-type: none"> Children took part in school swimming trials. Those that were selected went on to compete at Ponds Forge in the Sheffield Swimming Gala. 	Continue to give children the opportunity to take part in trials in the future.

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:
School signing up to Sheffield Federation for School Sport (SFSS)	School to sign up for SFSS	£80	Children have access to range of inter-school competitions.	Continue to sign up for this in the future. Look at all of the sports on offer from SFSS and see about the possibility of entering any more competitions on offer.
Cost of transport to sporting competitions across the year. Primarily for inter-school competitions.	Organise coaches to and from sporting events when needed and liaise with the office.	£2250	Children competed at a range of different sporting events over the year (Network Games, Bouldering, Football)	Continue to provide transport for children for inter-school competitions when needed.
Children to take part in Network Games (all Y1 children and 30 Y4 children) to take part in a competitive sporting event against both teams from in school (intra) and teams from other schools (inter).	Organise date and time slot to take part in Network Games at EIS in Sheffield. Arrange coaches and staff for all children.	£480	90 Y1 children and 30 Y4 children were due to take part in the event at EIS in April. (cancelled due to COVID) All children in Y1 were due to experience a competitive sporting event for the first time in school.	Continue to provide this opportunity to ensure that young children in KS1 have the opportunity to experience competitive sport.

Children in Year2 to be provided with the opportunity to take part in a sporting competition during one stage of the year.	Sign up to POINTS KS1 competition package. Provide each Y2 class with one opportunity to take part in a competitive sporting event against other schools. Liaise with Y2 teaching to ensure all	£0 (Cost rolled over from last year)	One class (Tigers) attended indoor athletics in November. All pupils enjoyed participating in competition against other schools – class teacher discussed behaviour around competitions before and after.	Continue to sign up for this for Year2 children to all experience competitions. Some of this year's competitions should roll over due to COVID.
KS1 children to participate in competitive sport.	Use Rugger Eds to deliver KS1 Sports Day for all EYFS, Y1 and Y2 children.	£330	Over 250 KS1 children took part. Very positive feedback from parents and staff on the day – “a good level of competition”. “Rugger Eds were really encouraging to the children”	Continue to use Rugger Eds for KS1 Sports Day. Consider using them for KS2 Sports Days in the future – speak to them about their packages around this and consider if it would be suitable.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Alistair Stedman / Tom Tague
Date:	
Governor:	
Date:	