



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:
<ul style="list-style-type: none"> - Moves being used well and teachers happy with the 'cpd' it offers. - funding supports transport hire for competitions to enable us to attend more of them and therefore more children to be involved. - running track has enabled 10 minute run to be more effective and for children to access part of the field in poor weather. - Equipment regularly replenished when needed which is important. 	<ul style="list-style-type: none"> - A new PE scheme as 'Real PE' is not working for staff/pupils or parents based on feedback taken. - Develop 10 minute run to become a whole-school initiative. - A club for SEN children that involves some sort of 'PE' or physical/social interaction. - sensory circuits - Focused clubs for less active children funded by school to encourage participation - better facilities for playground to encourage more active playtimes e.g. gym equipment which could be used in curriculum time, basketball posts based on children feedback, table tennis tables. Can also utilise sugar tax money for this.

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.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%

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: £19,547.67 (FY 2019/2020)		Date Updated: 10.07.2020	
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: 5.4%
Intent	Implementation – actions and funding		Impact	Sustainability/next steps	
Greater range of equipment available at playtime to engage children in active break times. This includes Young Leaders, equipment being replaced, nets provided for tennis and badminton and personal challenge prizes to encourage participation.	<ul style="list-style-type: none"> - replenish equipment as needed for both PE and playtime. - Fund prizes to encourage participation in personal challenge which will be properly launched in September 2020. - Provision of a range of nets to allow children to play badminton/tennis at playtime after feedback. - Young Leader training which is part of FORGE provision (see later in document). 	£1053.70	<p>Greater engagement in sporting activity at lunchtime through the use of an equipment loan bag and the nets. Young Leaders able to use the nets and other equipment to set up team games which have been very successful.</p> <p>Lack of uptake on personal challenge without prizes, so will push this further next year.</p>	<p>Equipment will continue to need replacing as and when. Nets will also be good to use for the new PE scheme.</p> <p>Personal challenge will be re-branded and promoted in the new school year with prizes ordered to encourage engagement and participation.</p>	
Use premium and sugar tax funding to add larger equipment such as gym equipment, basketball posts and table tennis tables.	POSTPONED DUE TO COVID19	N/A	N/A	N/A	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 15.6%
Intent	Implementation – actions and funding		Impact	Sustainability/next steps	

<p>Raising the profile of the 10 minute run across school as a whole school initiative for the whole year. The aim is for every class to actively engage with the 10 minute run more frequently and have it become embedded.</p>	<ul style="list-style-type: none"> - Running track final instalment. - lap counters to help facilitate Marathon Kids 10 minute run initiative. 	<p>£3,060</p>	<p>By the end of the year, all classes in school were adding distance on the track to contribute towards their Marathon Kids goal. They were running at least 3 times a week with much more taking part in their own time at play. Children engaged in the competitive aspect as well with certificates generated regularly. Children began adding laps outside school and even set up their own clubs for running.</p>	<p>No need to currently spend further money but need to ensure the profile remains high with another re-launch in September, especially after the prolonged spell of school closure.</p>
<p>A better tracking tool in place to help with data and targeting in school.</p>	<p>KOBOCA membership won for the year at the PE conference.</p>	<p>N/A</p>	<p>Used to complete staff, pupil and parent questionnaires to show the whole school family that PE is now a prime focus and that we are listening to feedback.</p>	<p>Re-do the questionnaire once all the feedback has been acted upon and check that there are improvements.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			12.9%	
Intent	Implementation – actions and funding		Impact	Sustainability/next steps
<ul style="list-style-type: none"> - To provide staff with resources they can use to teach PE and lessons to follow. - Promote access to CPD - Dance CPD with an external coach for specific year groups. - Develop club links to give teachers experience with qualified coaches. - Extra staff member involved in the implementation of PE and to provide feedback. 	<ul style="list-style-type: none"> - FORGE membership (see below) enables access to CPD courses throughout the year as well as coached sessions in school which teachers can take part in. - Multiple schemes of work bought into to enable teachers to teach a full range of sports for children to access. - Coaches teaching the children some lessons in dance as this was a particularly weakness highlighted by staff. - Clubs regularly engaged and running class sessions to support teachers. 	££2,525.50	<ul style="list-style-type: none"> - Teachers shared concerns about RealPE so money was invested in a new scheme (GetSet4PE) after a trial period and consultation with staff. This means they are now following plans more easily and feel better prepared to teach lessons. - Dancedaze sessions for Y3, Y5 and Y6 acted as CPD for the teachers and were very well-received by teachers and pupils alike. - Imoves renewed as teachers feel less confident with the teaching of dance in PE lessons. - Extra staff member at the PE conference funded to ensure there are multiple people able to support and assist with the running of PE at Bradway. - Club sessions were particularly well-received by the children and cost nothing to school/or very little. Multiple children then started that sport 	<p>Continue with Dancedaze, Imoves and GetSet4PE as they have resulted in the largest boost in staff morale and confidence.</p> <p>Teachers to be sent on more CPD courses, including ones school will have to fund on top of the FORGE partnership membership, but do this in response to feedback once all the schemes are embedded in the new school year.</p>

			outside school.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0.24%
Intent	Implementation – actions and funding		Impact	Sustainability/next steps
Ensure there is a broad enough range of sports offered outside school hours and within hours that will appeal to a broad range of children including those with SEN and children who are less active.	<ul style="list-style-type: none"> - sensory circuits - SEN Wii Sports Club at lunch - broad range of after-school sports clubs - targeted lunch sports clubs - encourage parent participation in clubs 	£46 and some from Dancedaze spending listed in above section.	<ul style="list-style-type: none"> - sensory circuits not yet fully developed but the children who trialled it really enjoyed it. - SEN Wii Club was a great success and we were able to target SEN/disadvantaged children to develop their social skills and get them a little more active than on the bus. - Dance club funded by school to encourage greater participation as other school clubs are funded by the parents. - X-country club run by parents supported by school through provision of field/lap counters. This is a huge success every year with children of all abilities taking part, with some then representing school in competition. 	<p>Develop sensory circuits so that it can be accessed by more children at different times of day – potential training for staff.</p> <p>Continue with Wii Sports club but ensure this is targeted at children and those who do not attend are replaced more quickly to enable more children to take part.</p> <p>Ensure that Wed after-school slots are filled with a club from autumn 1 even if school needs to pay for/subsidise it. Base these on feedback from children on the Koboca survey.</p> <p>Continue with the targeted lunch clubs run by Forge.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14.52%
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>Ensure that every child in KS2 has the opportunity to represent school in competitive sport, through intra or inter sporting competition access.</p> <p>Develop intra competition for KS1 and look into developing more intra competitions with local schools.</p> <p>Ensure PE scheme has intra sport embedded</p>	<p>Forge Partnership membership to allow access to competitions including multiple SEN competitions and 2 KS1 competitions: athletics, basketball, swimming, hockey, netball etc.</p> <p>SFSS membership to allow access to competitions: x-country, athletics, football, speedway, cycling etc.</p> <p>Cheer coach hired to enable access to cheer competition.</p> <p>Bouldering competition entered to target different children from the 'usual' sports.</p> <p>Intra sports days funded by Forge partnership (sadly cancelled due to COVID19)</p>	£2,838	<ul style="list-style-type: none"> - More than 50% of KS2 pupils involved in competition by February (and would have been much higher had the school year been completed) due to better tracking and subsidising of transport costs and full-funding for PP children. - Cheer competition involves more children than any other competition and is always successful. Qualified for South Yorkshire Finals again. - Bouldering was hugely popular with a waiting list created. 	<ul style="list-style-type: none"> - develop KS1 inter-school sports as there are far fewer opportunities. - arrange intra competitions with Forge in new school year and ensure this is embedded at the end of each PE unit from September. Some already started this in the spring term. - Continue to buy into Forge and SFSS and enter as many competitions as possible, subsidising transport. - Re-book cheer coach to enable access in the new school year.

Signed off by

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