

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: |
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| <ul style="list-style-type: none"> • More opportunities for all children to engage in after school activities. • Lunch time sport clubs • Specific clubs to engage children with specific learning needs. • Daily activity/mile 15 minutes a day of continuous exercise completed by all classes daily | <ul style="list-style-type: none"> • To further improve daily activities during the day external to the PE lesson for all children. • To continue to develop the skills of the play leaders through the use of Tops cards, to continue to introduce and stimulate children in exercise. • To ensure all children in Year 5 can swim 25 minutes confidently. • To increase the % of children achieving the higher standards in water safety/self-rescue |

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| Meeting national curriculum requirements for swimming and water safety. 2018-2019 Data for swimming | |
| 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. | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 55% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 2% |
| 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.

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| Academic Year: 2019/20 | | Total fund allocated: £19,100 | | Date Updated: September 2019 | |
| 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: |
| | | | | | 61% £11,618 |
| 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? |
| Improving the physical literacy of children outside of school term and national curriculum time. (PE coach and extra staffing to support children with special educational needs – TC/LS) | | During school holidays - sports coach and school staff lead structured physical activity. Run like a typical school day, children participate in a variety of sports. Children from Rec-Y6 are encouraged to attend. | | 15 days x Sports Coach £1070 15 days x 2 Support Staff £1860 | Numbers of children attending prove that this provision is very popular with both students and their parents. Parents are very thankful of these days, citing that their children really look forward to these days to break up their summer holiday. They ask for further dates to be added and give their children a chance to talk and mix with their friends without a computer screen and a headset. |
| Encouraging every child in KS1 and KS2 to be active for a minimum of 15 minutes through the Daily Mile initiative. | | Teachers lead their children around the school field or playground, depending on conditions. Teachers walked and ran with their class to encourage them to push themselves further, whether that be distance they travel or speed. | | NIL | Teachers have reported that it gives the children a chance to discuss ideas on their way around. Children enjoy the impact that it has, a chance for them to independently improve their cross country times and gives them a chance to improve |

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| Increased and varied extracurricular school sport, provided by specialist sports coach. | <p>Implement a variety of after school activities. Clubs change focus on a termly basis to ensure that all children can have an interest in extracurricular activity at some point during the year.</p> <p>Morning activities, once children have finished in Breakfast club. There are physical activities in both halls for them to participate with.</p> <p>Sports at lunchtime, predominantly football. On rain-affected break times activities are continued in the sports hall.</p> | <p>1.5 hours school Sports Coach £24 x 190= £4560</p> <p>45mins daily Breakfast Club Sports Coach £1692 (HHA Funded)</p> <p>Dance Teacher £1150 partly funded by HHA and parents</p> <p>SEND Support Assistant £2944 (HHA funded)</p> <p>Sports Coach £1128</p> | <p>their step counts on Fitbit and similar devices, which is a personal challenge encouraged by school staff.</p> <p>Increased participation levels in after school clubs from this time last year. Great response in numbers of children attending the varied after school clubs.</p> <p>Children attending breakfast club are prompt starting their school day. Teachers noticing these children attain better than their classmates, particularly in the first hour of the day. Data will be analysed at the end of each term to show the impact on classroom learning.</p> <p>Students have structured lunchtime provision. During rain-affected lunchtimes, 45-minute physical activity. Each year group is designated a particular day where a range of activities are planned for when conditions outside may impact on safety.</p> | |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | 2% |
| | | | | £260 |
| 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 inspire children to achieve playing as part of a team, following the Youth Sport Trust framework of good sportsmen and sportswomen. | Handing out certificates and rewards in assembly on a weekly basis, promoting their achievements as well as through website and social media feeds. | Certificates £20 | Increased engagement between parents and teachers about sporting achievement outside of school. Children are now bringing their trophies and medals to celebrate with the rest of the school. | |
| | Encouraging children to bring in medals and trophies that they have won outside of school, to celebrate their achievements in class and then in a whole school assembly. Also showcasing their talents on PE and sports noticeboards. | NIL | | |
| | During after school clubs, giving children and their parents information and details to access follow-on clubs outside of school. Suggesting sports-specific clubs children should be attending if talent is identified. | NIL | Children are now travelling out of the immediate area of school to play in sports other than football. One child now plays cricket and their parents cited the links that school had made with outside clubs and the dialogue between school and home as a reason they pushed their child to the sport. | |
| Promoting the values of school games through Play Leaders and encouraging | Through instilling a play-leaders work scheme to extracurricular activities, | NIL | KS1 children are now participating in structured physical activity, led by | |

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| <p>our KS1 children to aspire to be in a position to lead sport in years to come.</p> | <p>which will promote the values of Youth Sport Trust. It will be steered by the STEP framework by using the TOPS cards from Youth Sport Trust to make sure that games are fair and inclusive.</p> | | <p>upper KS2 children. KS2 children wear a bib and make it known that they are referee of the game, they know when to 'STEP IN' and can judge which aspect of the STEP framework to change.</p> <p>It is also having a positive impact on the children, targeted as less active at the beginning of the year. They have grown in confidence, participating in more sport within their own age groups.</p> | |
| <p>Ensure that all children have the correct PE kit for national curriculum and afterschool club purposes. This is part of our poverty proofing initiative.</p> | <p>Children have all been given their own PE kit and plimsolls. These are kept at school and are worn during any sporting event/activity linked to school.</p> | <p>PE kits £200 Plimsolls £40</p> | <p>Improvement in the speed in which children are getting changed which in turn lengthens the time that children are in PE.</p> <p>Increased level of independence in the children.</p> | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 21% £4076 |
| 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 continue to ensure that all members of staff are skilled to teach the PE National Curriculum and aware of any changes. | Members of staff regularly attend meetings with PE coach, within year group teams. PE coach takes them through the curriculum of work that their class will be doing that half term, to ensure that activities taught overlap and reinforce what they are learning in PE. | Half day per week Sports Coach £1359 1 day per week | Teachers will feel upskilled enough to teach PE, this has been regularly refreshed to them to ensure good practice. Teachers have since said, "since sports coaches have taken over the role of PE, we feel downskilled in teaching PE. Since the work with the PE coach, we feel suitably prepared to take our classes." | |
| To continue to develop inclusion into mainstream for children in Higher Needs Bases and SEN children, in PE. | PE coach and support staff attended workshops to improve the experience of the subject and extracurricular clubs, for children who have been diagnosed with Autistic Spectrum Disorder in our KS2 Support Base. Support staff join in with afterschool clubs, when children who have a diagnosis are on the register. This is to ensure the emotional welfare of the child is paramount. | Sports Coach £2717 2hr weekly after school SEND Support Assistant £1468 – school funded | | |
| PE coach to attend training to further | PE coach to attend a weekly training | 1x day per week | | |

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| develop a clear understanding of | session to understand the basic mental health needs of children in order to develop healthy minds. This will support children in engaging more in PE lessons helping in developing a healthy body. | for a term £450 (HHA funded) | | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 12% £2,300 |

| Intent | Implementation | | Impact | |
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| 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: |
| Purchase of a multitude of different playground equipment, to ensure that everybody is easily achieving their 30 minutes of activity at school, every day. | Introduced waves of new equipment, managed and led by the newly-trained play-leaders. | £2000 (£500 funded from PTA) | <p>All of the equipment that is out on the yard is being used correctly. Children being able to initiate their own games using a variety of equipment provided as a result of good role models through the play leaders.</p> <p>Playtimes have become more active and less children are going to the adults with problems, beginning to respect each other and the equipment.</p> <p>Play leaders are able to take responsibility by creating games with the brand new equipment.</p> <p>More equipment is still to be</p> | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 3% £650 |
| Intent | Implementation | | Impact | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> | <p>Sustainability and suggested next steps:</p> |
| <p>To continue to ensure that every child in the school attends at least one competition over the course of the year, when possible.</p> <p>Accessing competitions outside of the immediate area of the school.</p> | <p>Entry into the Middlesbrough Schools Sports Partnership, to access as many competitions as we can. Entry into the Lingfield Academy Trust School Sports Partnership, as a pathway for our More Able, Gifted and Talented children.</p> <p>Regularly attend any events, made aware to school staff. School have attended competitions run by Cleveland Police, Simon Carson Sports Schools and Middlesbrough FC Foundation over the course of this academic year.</p> <p>Children have been given the opportunity to take part in events ran right across the Tees Valley and the surrounding area, travel costs are a large proportion of Sports Premium funding for 2019/20. Certificates and prizes for children</p> | <p>£100 (HHA funded)</p> <p>Transport Costs £650</p> <p>Transport costs £450 (HHA funded)</p> <p>See above</p> | <p>All children have had the chance to attend at least one competition in upper KS2 at least, with many children lower down the school also having the opportunity.</p> <p>Competitive sport has also been a tool for whole school improvement.</p> <p>The behaviour and sportsmanship shown throughout the school has improved, with students knowing they could be picked for a competition at any time.</p> | |

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| Signed off by K.Edmenson | |
| Head Teacher: | K.Endemenson |
| Date: | September 2019 |
| Subject Leader: | D.Solomon/R.Munro |
| Date: | September 2019 |
| Governor: | |
| Date: | |