

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

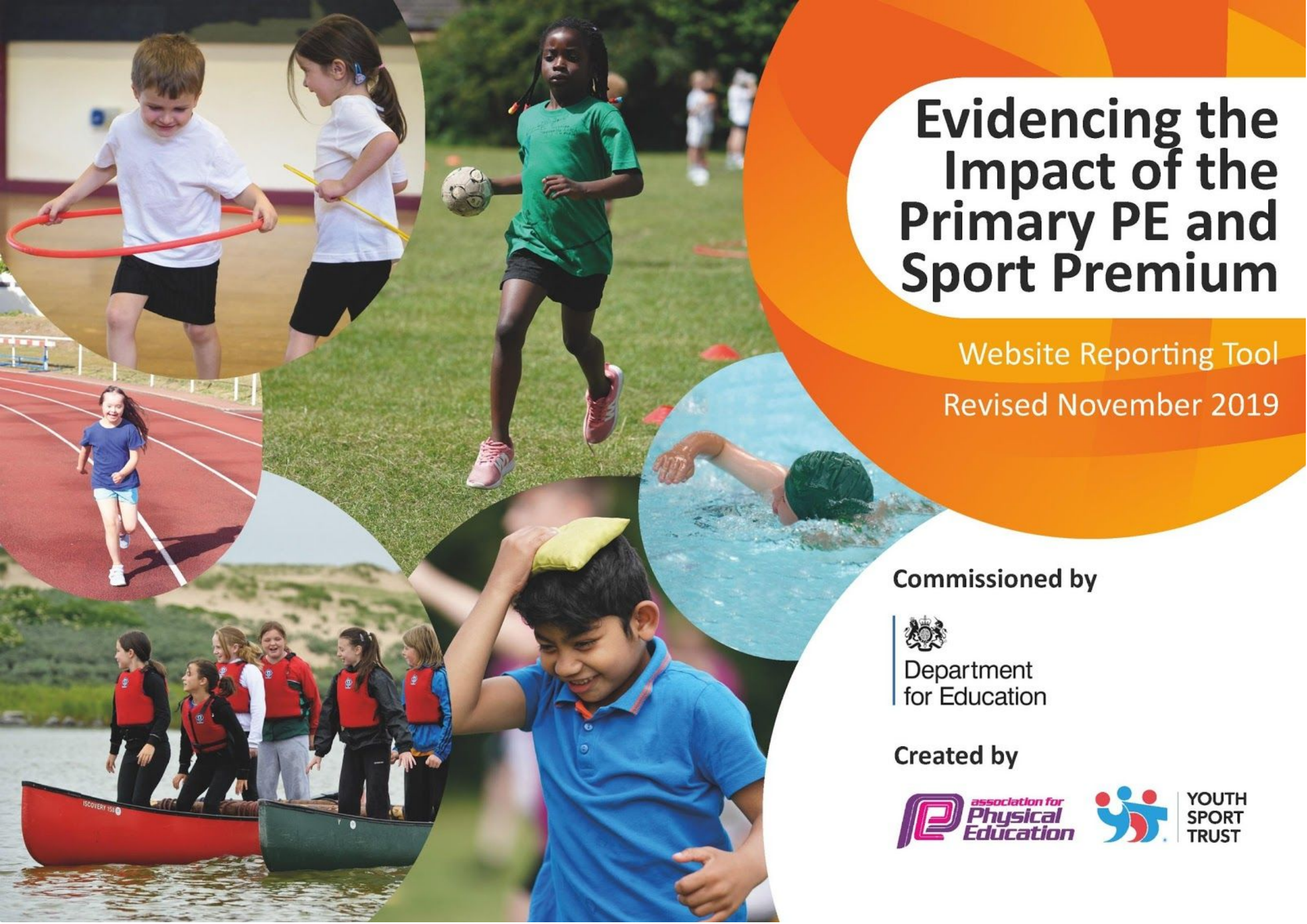


Department
for Education

Created by



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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"> ● Free swimming lessons were offered to all pupils in KS2 and where planned for summer 1 term. ● Bike ability for Years 5/6 planned for summer 2. ● After school sports clubs are free of charge and delivered to all KS1 and KS2 pupils. ● The Daily Mile takes place for children in KS1 and KS2 ● P E equipment to offer a broad and balanced P E curriculum ● All children in KS1 and KS2 have 2 hours of P E every week. ● The upkeep of an academy mini bus to take children to different places for physical activity. 	<ul style="list-style-type: none"> ● All staff need to continue to access quality CPD from specialist coaches. ● To purchase new resources to offer a more active break time for KS1 and KS2 ● To promote the development of Early Years skills such as balancing and coordination. ● To work alongside specialists to produce a scheme of learning that covers all curriculum objectives and shows progression. ● Encourage more pupils in inter school competition by signing up to the LA Sports provision. ● To subsidise the use of a mini bus to allow travel for inter school competition. ● Purchase a laptop to be used in the hall for P E provision and music.

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.	80 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60 %

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20 %
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/No – swimming cancelled due to Covid 19

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: £	Date Updated:		
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:	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 ensure all children in KS1 and KS2 are accessing a range of sporting activities outside of the P E lesson	Extra- curricular activities free for all children delivered by external coaches.	£975	The club delivered a range of activities and allowed the children to participate in dance, football, dodgeball. It was attended by 25% of the children.	To continue with the provision ensuring that we use pupil voice and the School Council so the coaches are delivering what the children want.
To encourage children to use their own environment for physical activity such as walking.	KS1 and KS2 taken for several outings to walk around Spurn Point. Use of mini bus.	£1,296	Children used the experience to write poetry, paint a landscape and make a D and T project. “ I love coming here in our mini bus” “ I didn’t think I could walk as far as this!” Comments from the pupils.	Continue to use the mini bus to support exercise and cross curricular projects.
To offer all children across the school	Lesson booked in Spring 2 and the	£1380	The lessons cancelled due to	To reorganise for next

an external organised physical activity eg swimming, bikeability, road safety.	Summer term		Covid – 19.	academic year.
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:
To work with Gareth Jones the P E specialist at Ebor academy	Attend academy trust meetings	£1,000	Discussed relevant events and changes to P E. Attended P E coordinators hub meetings on 17.12.19, 24.01.20 and 4.6.20.	Continue to work with P E hub and Gareth Jones as part of the Ebor academy trust.
Purchasing equipment for use at break times	A range of equipment bought	£2,000	Improved resources for a more active break time	Ensure Lunchtime Staff have training to show children how to use equipment effectively.
Purchasing bikes, scooters and a slide for EYFS.	Motor skills equipment purchased. Different bikes for progression of skills	£2,000	Children engaged in physical activity. Children talking about their play and creating their own games.	Early Years staff to assess motor skills and encourage children to challenge and use different resources for progression.

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:
P E lead to share resources and assessment strategies through CPD	P E lead to attend hub meetings	£390	P E to share good practice and new resources. Improved confidence with staff	Continue to develop staff skills
P E lead to review sports funding with other P E Leads throughout the academy.	Attend meetings with business manager and external coaches.	£2,000	Improved communication and awareness of P E lead. Understanding of the impact of the sports funding at the school	Continue to review good practice and monitor the impact of the funding.
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:
Additional achievements: To improve the equipment for children to use at lunchtime and after school clubs	To purchase a range of equipment to ensure all children have what they need for lunchtime and after school clubs.	£1,014	To use the range of equipment so pupils have a broad and balanced curriculum.	To continue to use equipment in P E lessons, lunchtime and after school clubs.

To employ a sports coach for an after school club	After school club running once a week.	£975	All children had the opportunity to attend a sports club with a range of fun and exciting sports.	Continue with club and use Pupil Council to find out which sports the children would like.
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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:
Cost of a mini bus to take the children to different schools for sporting events.	Events organised for Spring 2 and Summer Term.	£1,296	Did not go ahead due to Covid 19.	Ensure events are organised for next academic year.

Signed off by	
Head Teacher:	Kerry Verity
Date:	16 th July 2020
Subject Leader:	Kerry Verity
Date:	17 th July 2020
Governor:	
Date:	