

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Barlby Community Primary School

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>Growth in the percentage of children who have achieved the National Curriculum standard for swimming.</p> <p>Embedded new physical literacy topics onto the curriculum</p> <p>Growth in number of extra-curricular session linked to the school run by external clubs – school club link improvement</p> <p>Growth in number of extra-curricular sessions to include morning sessions.</p>	<p>Swimming percentage still not at 100% next year will offer further support via vouchers and boosters to Y6 and coronavirus dependent will move the year group that goes swimming from Y5 to Y4.</p> <p>Grow the number of extra curricular clubs offered to one every morning, one every night.</p> <p>Develop module specialists for new modules such as Dance.</p> <p>Differentiate all planning for physical literacy modules to a Key Stage Level.</p>

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>	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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 – planned to do more in the summer term but was cancelled due to coronavirus shutting the pools.

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: £18812		Date Updated: July 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:
					47%
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:
Aim to improve levels of activity for sedentary children in a stepped approach bottom up. Targeting through teacher assessment and pupil surveying those who are most at risk of not achieving the 30 minute target. Continue to develop the curriculum to become a complete Physical Literacy curriculum (3 year target). Children continue to be engaged in more ways by the increased access to different activities and sports both on the curriculum and in outside of school hours activities.	Curriculum continued to develop, albeit not as much as planned due to coronavirus shutdown. Interventions for children at risk of sedentary lifestyle issues and choices where offered Change 4 Life club support – this has increased by 400%. More children have attended more clubs which has grown to now include lunch and before school provision.	£8872.86	Extracurricular attendance has grown considerably. Lunch time club attendance has grown considerably. Curriculum changes continue to have impact as per evidence base via Seesaw app. Resources for lessons improved through sustained purchasing of high quality equipment.	Equipment purchased will continue to be used. It will not last forever but the majority of equipment being used for lunch time and after school should last between 3 and 5 years. The teachers volunteering to run lunch time and after school clubs have all been incentivised receiving kit to wear and this kit should be wearable for the next few years. C4L staff have been trained and will continue to deliver in the future.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					57%
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:
Ensure PE, Physical Activity and Wellbeing are becoming embedded within the teaching practices of all school staff	<p>Staff are now highlighting children at risk and signposting to intervention</p> <p>Staff attitudes towards PESSPA have been surveyed and show high attitude of enjoyment towards teaching the new curriculum.</p> <p>Staff training was warmly received and had complete attendance.</p>	10286.91	<p>Active lessons are becoming an increasing tool used by staff.</p> <p>Teachers have supported extracurricular clubs through attendance, organisation and signposting children.</p> <p>Better teaching on offer due to CPD</p>	<p>Active Miles to improve uptake of cross curricular PE</p> <p>More extra curricular clubs</p> <p>Develop C4L offer further</p> <p>Curriculum to include teacher led modules on Healthy Lifestyles and Nutrition.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
Upskill existing staff and PE Lead to have better knowledge and capacity to improve teaching practice.	Successfully implement stepped changes in the PE provision from a sports based curriculum to a physical literacy based curriculum. Support to develop teacher delivery of lessons in this new approach and the schools vision for PE in general with a beginning focus on Forest Schools.	£914	Children have had better lessons from more knowledgeable teachers, which have been better planned, differentiated and resourced	Further training to be allocated to take knowledge further and deepened. Specified subject area leaders to be trained, eg Dance.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				47%
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: Curriculum has changed to a physical literacy / skills based curriculum rather than sports. Extra Curricular clubs have grown to offer wider range, include before school, lunchtime and after school.	Changes to curriculum completed but not all new modules updated due to COVID. New clubs offering a broader range of skills / sports / experiences Lockdown clubs established on school sites for summer holidays	£8903.87	Children have accessed a wider broader curriculum. More attendances at more clubs due to changes in offerings.	Costs established for parents to support ongoing extra curricular clubs. Further develop curriculum and out of school offerings.

	to broaden experiences further			
--	--------------------------------	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
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:
Aim is to ensure 50% of children have attended inter school competition by the end of the school year. 100% attendance at Gifted & Talented inter school events. As many children as possible to attend Level 3 competition.	Continued support of the Barlby Cluster competitions programme. Begin to develop the curriculum to include elements of intra school competition within PE lessons with a long term view approach.	£3633.08	Intra school competitions developed and linked to 3 new modules of PE curriculum. 92% of children have had the opportunity to represent the school.	Programme changes should be confirmed to allow full classes to attend competitions to ensure all children get the opportunity to attend and represent the school.

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