

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 2020:	Areas for further improvement and baseline evidence of need:
<p>Cross Country Bradford U9 & U11 Qualifiers</p> <p>Orienteering U9 & U11 Qualifiers</p> <p>Bocia Bradford Final Silver and Gold</p> <p>Bocia West Yorkshire Gold</p> <p>Mini Tennis Bronze</p>	<p>Aim to increase participation across the key stages by setting challenges and competition</p> <p>Stimulate interest in uncommon sporting activities by exposing children to the various inter school activities</p> <p>Continue to improve sports rule understanding</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>	68%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

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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: £18090		Date Updated: June 2020	
<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	Sustainability and suggested next steps:	
Offer a variety of focussed physical activity to stimulate participation and enjoyment for all through the curriculum and school day.	Continue 'mile a day' adding variety travelling around the MUGA in different ways.	Funding allocated:	Active participation for mile a day, more children able to eagerly participate in Cross County training	100% participation in the 'mile a day'	
	Adult explain and use the numerous playground markings to raise awareness in the children of how these can be used for play and exercise.		Children can independently create active play, using the are more aware of how to use what is below their feet.	Ensure marking updated when required. Listening to Pupil Voice for suggestions in playground space use	
	Outside of planned PE sessions, pupil have timetabled slots within the MUGA		Children and keen to occupy their time in the MUGA, often used for football	A varied four weekly rota to be implemented to expose children to games other than football	
Through the curriculum, stimulate interest in varying sports with an aim to encourage afterschool club participation and competition with other schools.	Teachers planning to include cross curricular links to topical events, countries of study, including dance, and sport in history.		Children are receiving a richer cultural and historical exposure to the different sporting fields	Ongoing staff development and feedback to enrich and enhance the curriculum.	
	After school clubs for pupils		A variety of clubs running most evenings after school with good uptake from both boys and girls.	Continue to offer engaging sports clubs, which cover all of the PE strand over the course of the school year.	

			Increased participation figures in clubs – evidenced in registers. Participating in inter schools’ competition – leading to greater successes.	Promote positive effects of participating in physical activity daily through regular assemblies.
	Swimming each week now starting in Year 3 Vouchers given to families to encourage out of school swimming		Water confidence and swimming skill obtained at an earlier age. Year 3 and 4 children make weekly visits to the local pool to begin and improve their water skills.	Aim to have an increase in children meeting the desired expectation by the end of the school year.
PE Lead and Sports Coach attend regional PE Conference	Lead staff are up to date on regional activities and government expectations to better inform teaching staff.		Teachers are kept up to date with activities and possible changes that may impact on their teaching.	Continue to receive and engage with communications from outside agencies.

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	
Gain insight on children’s views how our school and sporting curriculum can be improved	Individual House Teams met for team building and discussion sharing their pupil voice and recording issues discussed	Funding	Pupils engaged to support their house in intra sport competition	
Increase motivation of pupils in PE & School Sport through visitors / events / competitions	School entrance display entitled Inspirational People which shows sporting people reflective of our school community; Muslim men and women, people of different races and gender, sporting heroes with disabilities.		Pupils actively participating in more physical activity – seen at break times and in after schools clubs. Pupils taking part in the activity and gaining support from home.	Invite a sports person into school to talk about achievements. Aiming to reflect diversity in sports local, national and international people. Delayed -2020 Olympic Year-Plan Olympic style activities to generate interest in the

<p>Train more children in KS2 to be sports leaders</p> <p>All children to wear school PE kit</p>	<p>Enhanced quality of teaching and learning</p> <p>Improved standards</p> <p>Half termly intra house sport competitions in every year group</p> <p>Whole school questionnaire completed to gain an overview of sporting achievements with pupils in school</p> <p>Attend sports leaders training session at the beginning of the year Talk to previous sports leaders to understand what the role is and what it entails.</p> <p>Share with parents various shops available to purchase kit.</p>		<p>Widened awareness of variety of sports participated in by children in school. Increased verbal discussion regarding sports and its impact on wellbeing and health</p> <p>Sports Leaders more confident and knowledgeable in their role. Sports Leaders as role models for other pupils. Sports Leaders supporting delivery of after school club with KS1 children.</p> <p>Provide spare kit for children who might not have it for varying reasons.</p>	<p>forthcoming event</p> <p>Continue with competitions and sharing results with the whole school and presenting certificates and trophies in whole school assembly.</p> <p>Complete annual sports day and invite the local community / parents to come.</p> <p>Send a questionnaire home to invite parents to share any sporting achievements with school</p> <p>Continuation of training new children to be sport leaders and previously trained sports leaders to develop and train alongside new trainees initially to model good practice</p> <p>Continue providing clothing for any child who may have forgotten kit to demonstrate commitment to inclusion of sport for all.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	
<p>Find out staff views on PE content and delivery.</p> <p>Training regarding specific skills to be taught and modelled by outside agencies to enhance adult delivery in school (OAA /gymnastics/Sport specific rules)</p>	<p>A staff audit conducted at the start of the year to ascertain staff opinions on their delivery of PE.</p> <p>Participation in whole staff training and class/pupil training to increase knowledge and skills in delivery</p> <p>Improve quality of teaching & learning in PE with support of PE Planning Scheme of Work</p> <p>PE subject leader to provide updates throughout the year in staff meetings.</p> <p>PE subject leader to plan and undertake a series of lesson observations and/or team teaching with teachers to look at teaching, learning and assessment in physical education</p>	<p>Revealing in giving insight into teaching strengths, and areas which can be further explored and developed</p> <p>Staff and children participated in training and delivery (EYFS to Year 6) and pupils enhanced knowledge and started to build up stamina</p> <p>Staff delivering sport with the knowledge that guidance is available, should they need</p> <p>Most pupils making good progress within PE lessons.</p> <p>Teachers more confident to plan stage appropriate activities for pupils and know how to differentiate these to meet learning needs for all pupils.</p> <p>Application of skills taught across game situations. Either intra sport or inter sport.</p>	<p>Conduct yearly audit to inform Lead and plan accordingly in line with findings.</p> <p>Staff to embed circuit training into curriculum lessons in school and continue to provide opportunities to develop skills and improve stamina</p> <p>Maintain links with local specialist and invite to work with alternate staff and classes next year</p> <p>Continue to provide staff training to develop knowledge to staff.</p> <p>Staff training including teachers, new staff and lunchtime supervisors</p> <p>Staff v pupils sporting activities.</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:
Additional achievements: Increase the range of sports available for children to access Increase club links for further development of different sports outside of school Introduce a new sport/activity that increases and engages	Continue secondary school sport link and participate a variety of training and activities that appeal to individuals as well as teams Maintain current club links and use new club links provided through pupil/adult links in school and the local community to attract more participation Actively choose new sports/activities not delivered previously in school for children to try		Increased number of pupils participating in a wider range of sports – evidence gained on Pupils engaged in a variety of alternative sports that are not all curriculum based. These have included inclusive sports particularly designed for participation regardless of physical disability. Eg New Age Kurling Whole school participation (adults and children) in stamina building and physical wellbeing activities to improve overall health	Offer sessions in school from visitors in school regarding other sporting activities not usually offered Using the questionnaire to go home, make new links and increase communication with ne clubs for support delivery Embed the use of circuit training in school in all age groups and push all children to achieve increased fitness levels

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:
Increase the number of pupil participation in inter school and intra school competitions	Involvement with Accelerate program with local high school partnership. Inter Sports competitions.			

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