

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by

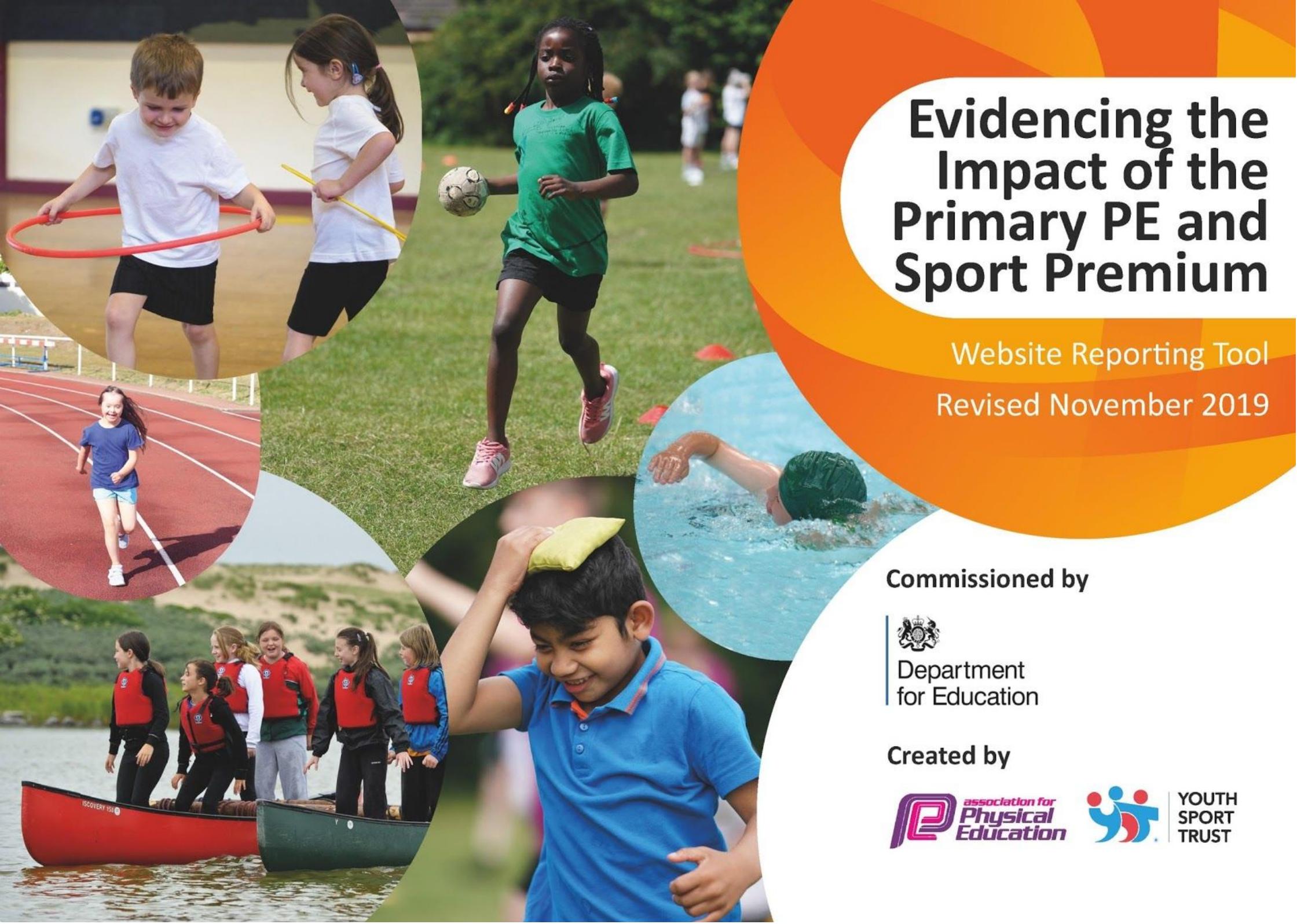


Department  
for Education

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](http://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 **31<sup>st</sup> 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>The school has successfully achieved the Healthy Schools Award</p> <p>All pupils have access to high quality sporting competitions and festivals arranged by external coaches.</p> <p>Sports after school clubs were available to all KS2 pupils.</p> <p>Sports and active play areas around school are safeguarded with appropriate fencing.</p> <p>All pupils made good progress in their ability to swim at least 25m by the end of Year 6.</p> <p>All TAs and MSAs confident in ensuring pupils access high quality physical activity at breaktimes and lunchtimes</p>	<p>Develop a robust progression of skills for PE and implement an effective scheme of work across the school.</p> <p>Provide training for pupils and staff in the use of the school's new maypole.</p> <p>Develop sports leader roles to support promotion of PE and physical activity across school.</p> <p>Further develop skills of subject leader – attendance at subject leader training, time to cascade to all staff and share new skills</p> <p>Potential increased need to use sport to support mental health following Covid lockdowns (national or local).</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><b>N.B.</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>	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: £16,770		Date Updated: July 2019	
<b>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</b>					Percentage of total allocation:
					1.5%
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:
Offer a wider range of sports or fitness after school clubs with view to team development.	Offer at least one sports club each term	Playtime equipment: <b>YPO</b> £258.90	Sports clubs offered throughout each term in -. Rugby, Fitness, Football, Lacrosse and Netball		Ensure Roecliffe teams continue to compete in local competitions with neighbouring primary schools and that remains inclusive and children are enthusiastic about participation.
100% of children will be active for 30 minutes of the day every day.	New equipment for lunchtime activity		Increase in daily activity and participation in sports.		Lunchtime Sports Star
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation:
					8%
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:

School to promote key sporting achievements on new website	Achievements and participation documented on the website through photographs and blurbs.		Number of children volunteering to participate in competitions increased across the year. Children from lower years are excited about opportunities to compete when older. Sports Council sessions provide pupils with skills and ideas to 'Lead' sports events and games at their own school.	Social media and other media platforms to promote sporting achievements and participation in events at Roecliffe.
Pupils participate in Sports Council to learn how to promote and lead sports events in school	5 children attended the Sports Council Meetings throughout the year.	£1000		Sport Leaders to promote and organise mini Inter-house sports events (following COVID 19 guidance)
Display Board promotes school successes	Evidence to be collected from range of activities and sources for Healthy School Award			
School will participate in Healthy Schools Award		£335	Pupil voice - younger celebrate successes and express interest in competing or participating in futures  Achieved Healthy Schools Award	Sports leaders help develop skill sets for younger children  Continue with Healthy Schools Award to gain silver level  Consider Daily Mile with staff

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				18.8%
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:
Co teaching with external coaches and York City football coaches in order to develop knowledge, skills and understanding of teachers and assistant teachers	Every Class will have at least one, one hour PE lesson with a professional coach, co - teaching the lesson	Specialist coaches £3, 145.00	Teachers co taught PE lessons across disciplines with specialist coaches who provided ideas for lesson structures, inclusion and skill development. York City and the Premiership have a wide range of teacher resources, teachers have used. Pupil voice - children expressed enjoyment and satisfaction from lessons. They also enjoyed the input of 'Professionals and thought their skills had improved.  Observations demonstrate that most children consistently engaged and practice was scaffolded and differentiated.	Peer Observations rota in PE lessons to provide CPD for all staff.  Association of PE website webinars  North Yorkshire Sport webinars
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				2.3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>Additional achievements:</p> <p>KS2 children will attend Outdoor Pursuits focused residential.</p> <p>Children will participate and learn about Lacrosse.</p> <p>Maypole dancing</p>	<p>Class 3 will visit Bewerley Park for outdoor pursuits week of activities.</p> <p>Class 4 will visit East Barnby for the same as above.</p> <p>External coaches will include Lacrosse unit in the Yearly plan and also run a club.</p>	<p><b>Maypole</b> £387.00</p>	<p>COVID -19 PANDEMIC RESIDENTIALS CANCELLED</p> <p>Children learned: Catching and throwing techniques Grip for Lacrosse stick.</p>	<p>Street Dance Teacher will provide dance tuition to all EYFS, KS1 and KS2 pupils in Autumn 1 to promote healthy lifestyle and well being.</p> <p>Teachers will co-teach with Dance teacher and she will provide a dance club.</p> <p>Teachers offer a range of after school sports clubs</p> <p>Outdoor Pursuits Visits will be planned for 2021</p>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				69.4%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Continue to engage with external competitions and manage Sports Leaders to organise intra-school sports competitions.	Take part in competitions and festivals in cluster and local area	£11,219.00	Most children eligible to compete volunteered their participation with the exception of selective gymnastics competitions.	Teachers to lead and facilitate after school sports clubs and look for opportunities to compete.
Partner with other schools to run sports competitions	Coordinator will book all buses and make travel arrangements as well as liaise with Sporting Start, to ensure consistency of provision and ensure high participation numbers.	Transport costs Boro Bus £285.10	Roecliffe entered full teams to following tournaments and events in Touch Rugby, cross country, netball, gymnastics.	Maintain participation in external events.
Sports co-ordinator organises competitions and transport		PULL Coach £140.00		MSA - choose lunch time sports star from mini lunch time interhouse tournaments
MSAs - Active Play Leaders at playtimes.	Playtime resources used appropriately to engage pupils in a range of games with support of MSAs.		Engagement with structured activities increased and fewer playground incidents.	Replenish playground equipment as needed and maintain

Signed off by	
Head Teacher:	Mrs Briggs
Date:	23.7.20
Subject Leader:	Mrs Kerr

Date:	19.7.20
Governor:	Mr Jarvis
Date:	24.7.20