

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 2020:	Areas for further improvement and baseline evidence of need:
<p>The school has successfully achieved the Healthy Schools Award</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 break times and lunchtimes</p> <p>introduction to unusual sports such as Tchoukball</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> <p>After school sports clubs, competitions and festivals to resume next year (due to covid, this has not taken place due to restrictions)</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>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	100%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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 - the designated swimming pool has been closed for the 2020-21 academic year. The school was unable to secure swimming lessons at other swimming pools as they were also closed.

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: 2020/2021	Total fund allocated: £	Date Updated: July 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	
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.	No after school clubs could be held due to COVID 19	£0	Children received a wide range of sports coaching, helping them to develop their fitness and increase their skills in a wide range of sports and activities.	Teachers offer a wide range of sports or fitness after school clubs. Rotate between teachers throughout the year in order to provide more opportunities for children.
100% of children will be active for 30 minutes of the day every day.	Dancing Sam provides dancing lessons	£630	Children were involved in competitions hosted by Sporting Start. These allowed the children to develop problem solving and leadership skills. As well as Define and confront individual and group successes and failures.	4% Ensure Roecliffe teams continue to compete in local competitions with neighbouring primary schools and that remains inclusive and children are enthusiastic about participation.
	Lunch time sports activities provided by TA's who supervise games and activities such as basketball, skipping, running games, football,	£242.67 (resources) (staffing)	Children involved in lunch time activities created positive behaviours around school, built friendships, increased	1%

	rounders, cricket. Resources restocked.	mentioned below)	communication skills and fitness.	
	Sports DBS Competitions organised for September 2021	£1260		8%

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:
School to promote key sporting achievements on new website Pupils participate in Sports Council to learn how to promote and lead sports events in school	Blog updates and photos shared on new website by class teachers and Sarah Jones. Also sent out on the weekly bulletin to parents. No children could participate in sports council this year due to COVID-19.	(sports co-ordinator Mrs Jones - mentioned later)	Parents were able to see their children's achievements. These were also shared and celebrated in classes. Children voiced their opinions and interest during sports council meetings.	Sport Leaders to promote and organise mini Inter-house sports events (following COVID 19 guidance) Sports leaders help develop skill sets for younger children Continue with Healthy Schools Award to gain silver level Consider Daily Mile with staff

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:
Implementation of Real Pe scheme across school in order to develop knowledge, skills and understanding of teachers and assistant teachers	Real PE scheme bought for school to provide planning and progression of skills from EYFS to Year 6.	£495	<p>Staff were able to provide suitable PE activities during home learning.</p> <p>Good feedback from EYFS and KS1 teachers - lessons age appropriate, interesting and good level of development in childrens</p> <p>Ks2 feedback - easy to follow. chose to teach 1 Real pe a week and 1 contact sport session a week to keep age appropriate and further challenge.</p> <p>Pupil voice - children expressed enjoyment and satisfaction from lessons.</p>	<p>Peer Observations rota in PE lessons to provide CPD for all staff.</p> <p>3%</p> <p>Training by Real PE to be provided to further develop teachers knowledge, skills and understanding of teachers and assistant teachers</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	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?:	
Additional achievements: KS2 children will attend Outdoor Pursuits focused residential.	Class 3 will visit Bewerley Park for outdoor pursuits week of activities. CANCELLED	£0	COVID -19 PANDEMIC RESIDENTIALS CANCELLED	
Children will participate and learn about Tchoukball	Class 4 will visit East Barnby for the same as above. CANCELLED	£0	Children learned: Catching and throwing techniques and rules of Tchoukball. Performed to parents on sports day.	Teachers offer a range of after school sports clubs
Street Dance sessions with dancing Sam.	External coaches will provide sessions in Tchoukball for KS1 and Ks2. EYFS to practise sports day with external coaches.	£350	Positive feedback from parents.	2%
Maypole dancing	Street Dance Teacher will provide dance tuition to all EYFS, KS1 and KS2 pupils in Autumn 1 to promote healthy lifestyle and well being.	£630 (mentioned above)	Children loved dancing sam sessions. Provided staff with cpd. Children performed Christmas dances. Parents provided great feedback. Videos on Facebook. Sam helped with the KS2 Lion King productions. Positive feedback from both parents and students.	4% Street Dance Teacher will provide dance tuition to all EYFS, KS1 and KS2 pupils in Autumn 1 to promote healthy lifestyle and well being.
Paddle boarding to replace residential (COVID 19)	Children to learn traditional dance routines and use Maypole to perform these in school events	£383.72	KS2 enjoyed performing to lower school.	3% Teachers will co-teach with Dance teacher and she will provide a dance club.
	School provides an OAA day to compensate the lack of OAA activities in last two years due to two cancelled residentials in 2020 and 2021.		Pupil voice - children provided positive feedback from paddle boarding sessions. Children learnt how to stand and move safely	Outdoor Pursuits Visits will be planned for 2022 KS2 residential rebooked for 2022

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:
Sports DBS Competitions organised for september 2021 Sports co-ordinator (paid for the year). Responsible for organising competitions and transport MSA - Active Play Leader	Children to participate in local competitions (Covid -19 permitting) 100% of children will be active for 30 minutes of the day every day.	£1260 (mentioned above) MSA active pay leaders and sports co-ordinator roles = £ 12,638.63	No sports events this year due to covid 19. Children in bubbles due to covid 19.	Sport competitions to resume next year. MSA to provide opportunities for children to be active during break/ lunch. 75%
				Total Spending of £16, 675

Signed off by	
Head Teacher:	L.Briggs
Date:	20.7.21
Subject Leader:	Chloe Barron
Date:	19.7.21
Governor:	Stephen Jarvis
Date:	21.7.21

