

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"> All children have access to a range of competitions and festivals through the Pudsey Cluster. Each year children’s participation is tracked on a ‘Whole school sports tracker’ so that participation of all children is a key focus and can be compared to the previous year. Skipping schools for both Year 2 and Year 4, ensuring skipping is promoted as a high quality exercise and children also take part in a city wide competition. Premier Sport provided CPD for every year group from foundation to Year 6. Teachers identified areas of focus for their own personal development in the teaching of high quality PE lessons. Premier Sport provided after school clubs that targeted key groups such as; girls only netball and football, encouraging inactive pupils to participate in sport after school and introducing pupils to uncommon sports such as fencing and archery. Premier Sport trained Year 5 and 6 pupils as lunchtime PE leaders to encourage active lunchtimes each day. This greatly increased physical activity at lunchtime and engaged children in fun sporting activities, whilst also encouraging teamwork, friendship and good sportsmanship. 	<ul style="list-style-type: none"> Ensure that all pupils in KS1 have access to festivals through the Pudsey Cluster and that all pupils in KS2 have access to a range of competitions. Use the previous years ‘Whole School Sports Tracker’ to target individuals – particularly in KS2 who did not have opportunities to take part in competitions. Use the children’s skills and engagement in skipping to promote skipping as high quality exercise at playtime and lunchtime – link to Year5 and 6 lunchtime PE leaders. Provide more opportunities for sporting after school clubs for each year group throughout the year. These clubs will be taught by LSAs who are already part of the PE team with the PE subject leader. Using the ‘Owlcotes Elements’ provide OAA opportunities for all KS2 classes. These opportunities will include; The Depot, West Leeds Activity Centre, Yeadon Tarn and Junior Warrior. Implement the online version of the PE scheme REAL PE named ‘Jasmine’. Every teacher to use ‘Jasmine’ to accurately assess PE and deliver well-structured PE lessons.

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>	Data unavailable due to COVID-19

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Data unavailable due to COVID-19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Data unavailable due to COVID-19
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

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: £19,470		Date Updated: 31.7.20	
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:
Develop provision for physical activity at lunchtime. By Year 5 and 6 pupils being trained as playground leaders.	Year 5 and 6 Sports Leaders to lead activities for younger children in KS1 and LKS2. Overseen by PE subject leader. Create activity schedule so that play leaders are able to maximise physical activity at lunchtime.		£9,000	The COVID-19 school closures affected the implementation and therefore the impact of the intended spend of the PE and Sports Premium. For this reason we will be focussing on our intended outcomes from 2019-2020 during 2020-2021.	46%
Provide a range of activities - implementation of new extracurricular timetable. Increase the number of clubs for children.	Increasing the range of clubs provided; Gymnastics, dodgeball, games, dance, yoga. Working and liaising with Premier Sport and LSAs who are part of PE team. Include pupil needs/interests (Pupil Voice)		£9,000 (See funding allocation above)		46% (see funding allocation above)
Increase physical activity in lessons. Each teacher to provide opportunities for whole class activity breaks during the school day.	Staff meeting to promote 'activity breaks' during the school day to improve concentration levels of pupils, engagement of pupils in learning and contribute to their 30:30.		£100		1%
Ensure PE resources are fit for purpose and allow pupil's to be challenged in PE lessons (e.g. challenge for more able pupil's though size of ball, size of hoop etc)	Buy resources such as; indoor only foam balls, different sizes of air-filled balls, different sizes of footballs and basketballs.		£2,000		5%

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:	Sustainability and suggested next steps:
PE and school sport to be celebrated in assembly each Friday. Encourage all pupils to aspire to being involved in assemblies – including sharing successes out of school.	Achievements in PE and school sport to be celebrated in assembly, in the school newsletter and the school twitter feed. Successes out of school to also be celebrated.	£100	The COVID-19 school closures affected the implementation and therefore the impact of the intended spend of the PE and Sports Premium. For this reason we will be focussing on our intended outcomes from 2019-2020 during 2020-2021.	1%
Introduce assessment in PE – so that all pupil’s abilities are monitored in the different areas of PE.	Introduce new PE assessment on the staff training day. Staff to ensure they know what pupils can do and what they need to do next to improve.	£200		2%

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:
To ensure all children are participating in two hours a week of high quality PE the Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers.	Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Support for PE leader included. This is through the support of Premier Sport and the Leeds Rhinos Foundation.	£11,000 (Includes £9,000 funding allocation above)	The COVID-19 school closures affected the implementation and therefore the impact of the intended spend of the PE and Sports Premium.	56% (Includes £9,000 funding allocation above)
Set up interactive PE curriculum will be implemented and introduced to continue to improve the overall delivery and consistency of the PE provision.	Purchase interactive version of the SOW to allow for consistency and staff CPD to continue beyond the funding Quality and quantity of resources for lessons purchased to allow for outstanding physical education and pupil attainment.	£550	For this reason we will be focussing on our intended outcomes from 2019-2020 during 2020-2021.	3%
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:

<p>Additional achievements:</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> <p>Expose pupils to a wide range of sports and activities during 'Healthy Heart Week' in July 2020.</p>	<p>Additional Sports on offer – curriculum time to engage all pupils – Dance, climbing, OAA, sailing and Skipping.</p> <p>Extra-curricular – Dodgeball, Netball, Football, Multi Skills, fitness.</p> <p>Arrange a pupil survey to ascertain what pupils would like.</p> <p>Premier Sport offering activities such as; archery and fencing. Ashley Scott (local coach) to deliver Karate sessions. Bradley Walker (local dance student) to deliver dance sessions.</p>	<p>£9,000 (see funding allocation above)</p> <p>£100</p> <p>£1,000</p>	<p>The COVID-19 school closures affected the implementation and therefore the impact of the intended spend of the PE and Sports Premium.</p> <p>For this reason we will be focussing on our intended outcomes from 2019-2020 during 2020-2021.</p>	<p>46% (see funding allocation above)</p> <p>1%</p> <p>5%</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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 competition is accessible to all pupils in all Key stages.	Organise competitions for both KS1 and KS2 Team fixtures/friendly competitions and School Games competitions, plus competition through Local authority support package as above, and school games competitions. This will also improve links with other schools at the same time providing excellent competition opportunities for children in all year groups.	£1,500	The COVID-19 school closures affected the implementation and therefore the impact of the intended spend of the PE and Sports Premium.	8%
Ensure that competition is included in PE SOW so that all pupils access competition situations within lessons.	Apply for school games mark.	£200	For this reason we will be focussing on our intended outcomes from 2019-2020 during 2020-2021.	1%
Keep a record of pupils that have taken part in competitive sport so that all pupils have the opportunity.	Use the competition element included within SOW to ensure that pupils take part in informal competitions as part of their PE lessons.	£550 (see funding allocation above)		3% (see funding allocation above)
Pupils in Year 2 and Year 4 to have the opportunity to take part in a skipping competition.	A 'Whole school sports tracker' is used to ensure that all children take part in competitive sport. Children who have not taken part in competitive sport the previous year are targeted for this academic year.	£300		2%
Ensure that additional staff are employed to;	All pupils in Year 2 and Years 4 to learn different skips and be trained by Skipping School.	£780		4%
	2 LSAs 1 LSA to accompany pupils to	£2,000		10%

coordinate the competitions, take pupils to competitions and organise pupils attending competitions/after school clubs etc.	sporting events every week and prepare pupils for competitions. 1 LSA to organise which pupils attend, registers, risk assessments etc. 1 PE Subject Leader			
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Signed off by	
Head Teacher:	J Parker
Date:	21.9.20
Subject Leader:	Nicola Christopher-Walker
Date:	31.7.20
Governor:	
Date:	