



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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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>School Games Gold award (July 2019) for commitment and dedication to extra-curricular competitive sport. (3rd Consecutive year.)</p> <p>Various competitive sport achievements (South Yorkshire School Games: Orienteering and Gymnastics)</p> <p>Multiple sustainable links to outsider agencies i.e DRUFC, All Stars Cricket, DHS, RUFC etc.</p>	<ul style="list-style-type: none"> - Levels of physical activity during un-structured times of day (e.g. Breakfast club, lunchtimes) - Planning and assessment procedures outdated and under utilised. - Staff confidence and competence in delivering P.E curriculum independent of sport specialist.

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>	<p>78 children in Y4-Y6 of which 23 are competent. 29%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>78 children in Y4-Y6 of which 19 are competent 24%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</p>
<p>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?</p>	<p>No</p>

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: £17,640		Date Updated: 24.06.20	
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: 0.45%
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:
Implement timetable of Physical activity during breakfast club through “wake up – shake up” sessions. Combine pupil premium funding and sport premium.	Timetable of sports to be participated in to suit all year groups. Risk assessment for Multi-skill activities and parental consent form.			Number of children attending breakfast club increased. Pupil premium and sport premium funding combined to provide PP children free access. Number of pupil premium children attending increased. Children achieving 60 minutes PA per day.	Separate before school sports club run independent from breakfast club if numbers increase significantly.
Re-structure lunchtime provision to introduce increased levels of physical activity.	Meeting with all lunchtime staff to provide clear direction/strategy. Purchase necessary equipment to support plans. Training and support for lunchtime supervisors to increase confidence and competence. Prizes and raffle ticket reward system introduced. Timetables and responsibilities		£37	Behavioural incidents decreased. Record weekly participation figures. Sports leaders increased responsibility and improved opportunities for all children. Pupil interviews to assess attitudes towards lunchtime provision.	Link to sport festivals or reward schemes. Winter adaptations e.g. indoor club to reduce number of children left unattended indoors.

Purchase additional spare P.E kits for all classes.	2 sets of spare P.E kit per class available to all children. P.E policy updated and template letter produced if P.E kit forgotten.	£42	100% participation in P.E excluding medical absentees.	Staff accountable for P.E kit and stock checks kept. Washed on a regular basis.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
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?:
Out of school achievements board introduce to further celebrate sporting success.	Display made and put up by TA/PE Coordinator. Children introduced to scheme and encouraged to share any success stories and bring photos/certificates etc.		Improve positive praise for children taking part in extra-curricular sport. Improve stature of sport in school and ensure it is celebrated.	Updated every 2 weeks and link to special mentions assembly.
P.E and school sport to be celebrated more on school social media handles and P.E updates to also be communicated through social media.	P.E co-ordinator to access school twitter account. Permissions folder to be updated and taken to sports festivals by P.E co-ordinator.		Parents and other sporting bodies interacting and celebrating school success. Increase the profile of sport in school. Parents better informed about P.E and any updates and relevant information communicated effectively.	Specialist school sport and P.E twitter handle independent to main school account.
Additional P.E and sport opportunities used as part of DOJO reward system (termly or half-termly)	Running alongside behaviour policy children work towards set DOJO targets per-half term.		Pictures of sessions taken and kept in P.E file. Number of classes choosing sport as a reward	Investigate feasibility of hiring EIS for class who achieves the most DOJO points. Other

	<p>Sport specialist to provide reward sessions to classes half-termly. Children in the rewarding class to choose the activities delivered.</p> <p>Time allocated for reward sessions to take place.</p>		<p>logged. Children more interested in achieving DOJO points due to improved rewards.</p>	<p>reward based initiatives based on DOJO system.</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:
				81.4%
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:
Continual employment of sports specialist to allow staff access to CPD throughout P.E lessons. Team teaching between P.E specialist and class teacher and further steps discussed for additional lessons.	Roles and responsibilities of sports coach and class teacher re-assessed and documented.	£8,750	All staff have increased their knowledge and understanding of teaching areas of the PE Curriculum. Improve use of Real P.E resources (observations and discussions). Number of staff who enjoy teaching P.E improved. Staff to complete a traffic light system to audit specific sport knowledge. Improved knowledge following block of team teaching with sport specialist.	Staff to share their areas of expertise with other support staff. Class teachers to deliver full blocks of sport independently.
Purchase of Core Real P.E programme from Create Development. All KS1 classes to follow Real PE programme (including assessment criteria) while KS2 participate in a joint Sport based curriculum alongside Real P.E.	All staff set up on Jasmine (Real P.E) platform and able to access all planning, assessment and relevant resources. 2 afternoons of good practice delivery from Create Development. All staff of appropriate year groups to attend and familiarize with Jasmine system.	£1145 (this is a 2 year programme)	All staff have access to high quality resources and assessment materials. Staff feel empowered to deliver good quality P.E through the use of Real P.E resources. Number of children who enjoy, feel successful and feel challenged during P.E lessons increase	Other Real P.E resources e.g. RealGym, Real Play etc. Parental participation when introducing new themes in KS1/Foundation stage. P.E homework challenge sheets introduced from Real P.E resources.

<p>CPD opportunities provided by DHS family partnership.</p>	<p>2 twilight staff meetings to provide training for all staff in the use of Real P.E system. Support staff invited to staff meeting and payment for time offered.</p> <p>Subject leader to attend 3 full days training and Real P.E platform and provide support to all other staff and feedback relevant information in staff meetings.</p> <p>KS1: 2 lessons per week following Real P.E platform. Assessment every half-term using Real P.E assessment criteria (learning behaviour cogs)</p> <p>KS2: 2 lessons per week. 1 lesson following Real P.E platform. 1 lesson per week following sport curriculum map.</p> <p>Purchase of Dinnington High School family cluster package. Staff to be released when appropriate CPD is offered. CPD tailored to staff individual needs/ areas of weakness.</p>	<p>£4500</p>	<p>through pupil interviews.</p> <p>Clear learning journeys are established so that pupil progress can be recognised.</p> <p>Less able pupils are supported effectively and the more able appropriately challenged so all groups make clear and evidenced progress.</p> <p>All pupils are making secure and sustained progress aligned to the assessment framework.</p> <p>A culture of high expectation with an established growth mindset amongst pupils is evident.</p> <p>Staff to lead sport specific after-school clubs to allow children time to learn rules for competitive festivals.</p> <p>Staff more confident in sport specific delivery.</p> <p>Children have access to better quality P.E due to improvements in staff knowledge.</p>	<p>Speak with DHS to see if they can tailor the CPD package to school needs.</p> <p>Investigate support staff CPD opportunities e.g. SMSA's</p>
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Outside sports clubs to deliver sport specific P.E to be observed by class teacher and sport specialist (Anston Cricket Club, DRUFC, Rotherham Titans)	Contact local sports clubs to assess opportunities. Tailor to staff weakness and areas of need and adapt to year group.		Staff to replicate programme of work/ specific lesson following observation. Link to uptake of children into local sports clubs.	Children celebrating extra-curricular success on sports board.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
15.82%

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:
Extra-curricular sport clubs across all key stage per year.	Sport specialist to run an extra-curricular club on Tuesday evenings. 2 per year for Foundation stage, 2 per year for KS1 and 2 per year for KS2. Some KS2 clubs linked to competitive festivals.	(Included in cost of sports specialist) Additional adults running groups - £100	Increase in number of children attending extra-curricular sports clubs. Parental feedback regarding after-school provision.	

<p>Maintenance of the school grounds and marking of lines for P.E lessons and after-school clubs. Facilitating our participating in Rotherham Primary School Football league.</p>	<p>Ensuring the school field is kept down to a level for which it can be used for P.E and football fixtures.</p>	<p>£2700</p>	<p>Examples of lines and sports pitches utilized: Football pitches, rounder's pitch, cricket square etc. Children to access during P.E and photos/interviews to be kept in P.E file.</p>	<p>Development of facilities to host intra/inter school fixtures against other schools.</p>
<p>Update and introduce Real P.E curriculum map alongside sport based curriculum map.</p>	<p>All teachers have a resource pack available with curriculum map. Lesson resources and online tools etc.</p>	<p>See above for Real PE package price</p>	<p>Children in Foundation years and KS1 are developing Fundamental skills that will underpin sport based curriculum in KS2.</p> <p>All children in KS1 and foundation years making at least good progress in FMS assessment tools provided in Real P.E resources.</p>	<p>Align skills that are transferable to specific sports. Introduce learning behaviour model into P.E curriculum.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.37%
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:
Transport to events allowing pupils to attend.	Any level 3 festivals run by Wickersley Sports College attended. Ensuring pathway followed for school games mark. Breaking down barriers to participation.	£420	Irrespective of circumstances all children to access competitive sport festivals.	Look into joint sharing scheme with other local schools to split the costs.
Continue to buy into DHS school sport partnership providing festival calendar.	Competition calendar provided by DHS in September 2019. P.E curriculum adapted to suit calendar. Further competition calendar provided by WSSP any opportunities of open entry events discussed.	This is included in the DHS Family partnership costings above.	Maintain levels of children representing school in competitive sport. Attend all Dinnington cluster festivals if possible and attend at least 1 level 3 (WSSP) festival per half term. LJI represented at both summer and winter SYSG events following competition pathway. Gold Mark awarded for commitment to competitive sport. Enter B and C teams to relevant festivals to further increase opportunities.	JMAT schools using LJI as a base to host competitions. Working with other schools looking at improving competitive sports festivals (skipping festival) Introduce KS1 mini-Olympic style festivals.
Continue to participate in Active Fusion Primary School Football League.	Sport specialist organise fixtures with other schools. Liase with Dinnington to provide		Pupil interviews on attitudes towards school football. Increased number of fixtures	DHS sports leaders to run the football team (provide training nights etc.)

	referees for fixtures.		when compared to previous years. Increased friendly fixtures through contacts in league.	Introduce girl's fixtures and lower KS2 fixtures.
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