

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 2019: | Areas for further improvement and baseline evidence of need: |
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| <p>The profile of sport is still rising at Star Academy. More children are able to access a wide range of sports due to the training and support given from sports coaches.</p> <p>Ta's and T engaged in weekly CPD from sports coaches to ensure effective lessons can be delivered and ideas for engaging activities were shared.</p> <p>A wide range of clubs were available to all children.</p> <p>New sports equipment ordered to ensure effective lessons can be planned and delivered to all year groups.</p> <p>New equipment ordered to ensure playtimes can be as active and as inclusive as possible.</p> <p>Worked towards Silver school games mark – awarded certificate of recognition due to C-19.</p> <p>High proportion of all pupils engaged in after school clubs</p> <p>Pupils performed in local talent show.</p> <p>Lunch time staff received training in playground games.</p> | <p>Monitoring and CPD given for all staff to ensure good or better lessons are taught on a weekly basis.</p> <p>NQT's are supported in planning and delivery of good or better lessons.</p> <p>New to the academy staff are supported in planning and delivery of good or better lessons.</p> <p>Support in delivery of good or better lessons.</p> <p>Peer on peer observations</p> <p>Opportunities for all children to be able to represent a team in sport to be planned in.</p> <p>Engagement in inter school competitions where appropriate to be planned in.</p> |

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| 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> | NA – cancelled due to Covid -19 Swimming was booked for Summer 2020. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | NA – cancelled due to Covid -19 Swimming was booked for Summer 2020. |

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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | NA – cancelled due to Covid -19 Swimming was booked for Summer 2020. |
| 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? | Yes/No NA – cancelled due to Covid -19 Swimming was booked for Summer 2020. |

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: £ | Date Updated: | |
|---|---|-------------------------|--|--|
| 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: |
| Continued provision of sports clubs to meet the needs and requests of pupils. | Promotion of clubs via letter and assemblies | 0 | All clubs well attended and pupils requesting to join after start of the club. | Use of pupil voice to gain an idea of the enjoyment level of clubs. Also to gain a suggested list for the spring and summer terms. |
| Pupils participation in school's talent competition through dance lessons. | Pupils use dance lessons to learn new dances linked to different cultures. Pupils pick favourite dance to use in the talent show. | £650 | Most pupils took part in talent show and enjoyed the experience. Pupils and parents reported that it was a great experience and asked to do it again. | Use of staff/lessons to ensure that pupils have same/similar experiences in the future. Staff to share experiences. |
| Weekly sports clubs available to all pupils in all year groups | Sports clubs ran by teaching staff to ensure all pupils can engage in sporting activities. | 0 | Clubs were popular and pupils engaged in, football, netball, dodgeball and multisports to name a few. Children were asking to join after the term had started. | Clubs to reflect pupil choice via Pupil Voice. |


| Weekly lunch time clubs ran by sports coaches. | Children to engage in weekly sports activities ran by sports coaches to develop team building skills. | £650 | Coaches were able to deliver a range of activities and sports. Coaches focused on the skills of team work and resilience. Children engaged well and behaviour during this time improved. | Lunch time staff to use these games to develop resilience and team building skills in every lunchtime. |
|---|---|--------------------|--|--|
| Weekly clubs ran by specialist teachers and coaches. | Children are able to engage in sports and dance ran by dance teachers and sports coaches. | £440 | Children engaged in a range of new and exciting sports that were new to them. (quick cricket, tennis etc) and experience dancing using a range of new techniques. | Teachers to use the CDP from the sports coaches to continue to develop and expand the range of sports available to pupils. |
| 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: |
| Maintain Silver Schools Games Mark. Leadership time and additional PE time. | Release time | 0 | Achieve award and increase pupil engagement in activities/sport. | Some activities internally were completed. Due to C-19 most were cancelled. Lead to plan in activities for next academic year under new guidance. Certificate of recognition awarded for the work completed to March 2020. |
| CPD for all staff provided through sports coaches. Staff able to gain ideas and knowledge of activities, including inclusion of SEND pupils in all areas of | Cost of sports coaches and dance teacher. | £650 | All staff have had 6 months (due to C-19 – 12 months was planned) CDP in a range of sports and PE lessons. Knowledge has | Staff now to deliver 2 PE lessons weekly, using skills gained in these sessions. |

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| PE. | | | increased and staff now have a greater understanding of what a good lesson looks like in PE. | |
| New lunch time equipment for all classes to ensure maximum engagement in activities. | All pupils will be able to engage in a range of physical activities during lunch times and playtimes with a set of equipment specifically for their class. | £311.94 | All children have access to a range of sports and play equipment specific to age groups and can be kept safely in bubbles. All equipment is washable and can be sterilised as needed. | Ensure equipment is kept up to date and replenished as needed. Consult with classes and staff in regards to the needs and wants of the children. |
| PE equipment updated to ensure appropriate resources are available for staff to deliver good or better lessons in PE. | Staff have an up to date resources list. Staff have access to all equipment available of lessons. | £1215 | Staff have a better understanding of what is available to them. Lessons can be better resourced. | Ensure resources are looked after and maintained. |

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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 | |
| 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: |
| Planning time for PE lead with teachers. | Release time for PE lead and class teachers. | £150 | Staff feel more confident in delivery of lessons. Lessons planned effectively using a range of tools. | Monitoring of lessons and additional support in planning a range of lessons. |
| Lunch time supervisors to attend training on playground games. | Lunch time staff will have a great knowledge of activities that can be used to engage the pupils at lunchtime to increase their activity. | | Lunchtime supervisors attended training and some put this into practise. Staff reported that the equipment needed to be updated to enable them to be more effective. | Ensure equipment is updated/replenished from daily wear and tear. Provide Lunchtime supervisors with updates on activities that can be carried out. Weekly/1/2 termly discussions with staff about any further needs/equipment. |
| 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: |

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| A range of new sports and activities to be offered through sports coaches and team games | Children will be able to compete in a range of new sports. Coaches will teach the skill/rules to new sports to ensure pupils are confident in trying new sports and activities. | See coaches funding above | Cancelled due to Covid-19 | Ensure activities are planned in to cover this area and ensure that new guidelines are adhered to. |
| Year 6 to undertake a residential outdoor experience to enhance their understanding of alternative sports. Provide a significant subsidy so all can attend and fund transport to the venue. | Undertake residential. Book appropriate transport to and from the venue. | Cancelled due to Covid 19 | | |
| Provide boxing club to teach children fitness and self-discipline skills. | Use of sports coaches to ensure correct teaching is implemented. | 0 | | |
| Transport to events | Transport to events to be arranged. Release time for staff. | Events cancelled due to Covid 19 | | |

| 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: |
| B teams attending local borough competitions. | Affiliation to the local PE forum Release time for PE lead to attend forum. | Cancelled due to Covid 19 | As above | As above |
| Undertake Sports days which allow all children to participate at an appropriate level both in competitive and co-operative ways | Release time to organise participation, complete EVC documentation and PE release time to organise and facilitate sports days Purchase of stickers to celebrate achievements | Cancelled due to Covid 19 | | |

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| Signed off by | |
| Head Teacher: |  |
| Date: | 30.7.2020 |
| Subject Leader: | L. Eptlett |
| Date: | 29.7.20 |
| Governor: | |
| Date: | |