

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

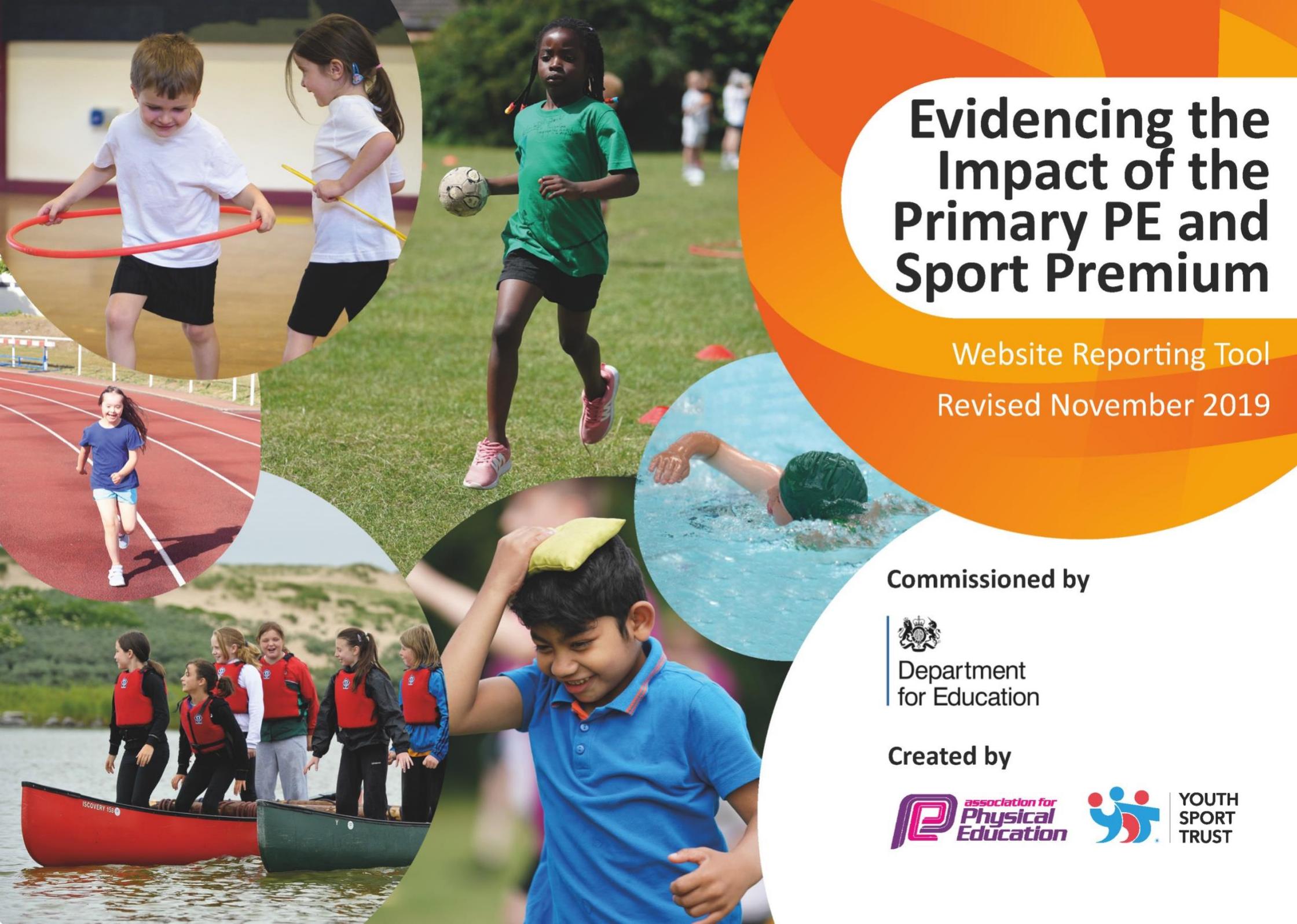


Department
for Education

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"> ➤ 2017: Primary PE and Sports Premium Yorkshire winners: Whole School Improvement Strand for all children participating in the daily mile. ➤ 2018: Rotherham Primary Sports School of the Year. ➤ 2018: Rotherham Innovation in Swimming Award. ➤ 2018: Leadership in an Active Rotherham School – Amanda Benton. ➤ 2018: Rotherham Primary P.E Coordinator of the Year – Rob Lyne. ➤ 2018: Rotherham PE and School Sports For All Award – Steve Little. ➤ 2018: School Games Gold. ➤ 2019: Healthy Schools Gold. 	<p>An improvement needed in the number of Y4 children achieving 25 metres in swimming.</p> <p>The National Standard: “What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?”</p> <ul style="list-style-type: none"> ➤ Use extra/double sessions for targeted children to build swimming confidence, attainment and stamina. ➤ Review monitoring so that children absent from final observation still have their swimming ability reflected in the stats. <p>In 2019/2020 we had the largest percentage of 25 metre swimmers: 56%.</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>	<table border="1"> <thead> <tr> <th colspan="6">2019/2020</th> </tr> <tr> <th></th> <th>NS</th> <th>5m</th> <th>10m</th> <th>25m</th> <th>NC</th> </tr> </thead> <tbody> <tr> <td>Start</td> <td>78%</td> <td>15%</td> <td>7%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Cycle 1</td> <td>22%</td> <td>29%</td> <td>20%</td> <td>29%</td> <td>0%</td> </tr> <tr> <td>Cycle 2</td> <td>15%</td> <td>15%</td> <td>15%</td> <td>56%</td> <td>10%</td> </tr> </tbody> </table> <p>A number of children missed the final assessment so achieved the same as in cycle 1 where they may have done better.</p>	2019/2020							NS	5m	10m	25m	NC	Start	78%	15%	7%	0%	0%	Cycle 1	22%	29%	20%	29%	0%	Cycle 2	15%	15%	15%	56%	10%
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<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>As above but in Y4</p>																														

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>All children attending achieved safe self-rescue.</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>Yes Cost £5640.00</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: 2020/21		Total fund allocated: £18.400		Date Updated: 13.09.2020 Pupils 305	
<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		
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	
<p>'Active Mile'. To incorporate an active mile into the school day.</p>	<ul style="list-style-type: none"> - Aim for all children to be physically active for at least 15 minutes every day (outside of normal break / lunch times). - School council to report and provide updates on the 'Active Mile' in each class. 			<ul style="list-style-type: none"> - Children to discuss health benefits of physical exercise. - Children to learn the physical effects of exercise to assess whether they have improved their fitness. 	
<p>To collect termly data on the fitness of the children using the bleep test.</p>	<ul style="list-style-type: none"> - All classes planned and allocated time to use the hall towards the end of each term to complete the bleep test. 			<ul style="list-style-type: none"> - Children to know their own scores to check whether they have improved. 	
<p>Purchase activity packs / games for each class to use at break / lunch</p>	<ul style="list-style-type: none"> - Sports lead to ensure distribution of packs. 		£3000	<ul style="list-style-type: none"> - Children to use equipment to become more engaged in 	
				<ul style="list-style-type: none"> - Sustainability and suggested next steps: - Classes come up with their own activities to keep active within Covid restrictions. - Check for local and national 'Daily Mile' updates via the website. - Link with SGO to monitor successes in their schools. - Monitor success of activity and improvements of children to inform future planning. - Look at national age related statistics for comparisons. - Each class to monitor use and success of equipment and to 	

times.	- Class teachers to ensure use of equipment to encourage active breaks.		physical activity at break / lunch times.	feedback at school council. - Playground manager to be responsible for setting up activity areas when Covid restrictions have been lifted.
Purchase goal posts and netting.	- Self weighted goals for KS1	£1718	- Provide game opportunities for children to enjoy during breaks.	- Reduce costs of purchasing plastic nets more regularly.

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	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Create school sports leaders that are responsible for assisting the playground manager with activity areas, equipment and engagement.	- Sports leaders to be announced to the whole school. - Playground manager to work closely with sports leaders to upskill and provide responsibilities.		- Create a status for the importance of physical activity and responsibility.	- Create once Covid restrictions have been lifted.
Hold celebration assemblies to highlight the contribution and success in school events (inter-form and intra-form).	- Share successes on the school website and in school newsletters. - Award certificates for contributions and success.	£100	- Children know that they can aim to represent the school in tournaments. Use intra-class competitions as practice.	- Organise events once Covid restrictions are lifted.
Reintroduce the P.E key skills to staff and children for them to integrate / highlight in P.E lessons.	- Use staff meeting time to share with staff. - Each class teacher to share with their class. - School council to feedback on use.		- Children aware of a holistic approach to sport and physical exercise and link to future jobs / careers. - Children discuss and choose	- Monitor use and success through teacher conversations and school council.

<p>Encourage children to develop leadership skills throughout P.E lessons.</p>	<ul style="list-style-type: none"> - Ensure time is allocated in P.E lessons for children to lead / organise activities. 		<p>who should receive each key skill for some P.E lessons.</p> <ul style="list-style-type: none"> - Children become more independent learners and begin to organise activities. 	<ul style="list-style-type: none"> - Link to P.E key skills.
<p>Host summer sports day with local professional clubs running activities.</p>	<ul style="list-style-type: none"> - Contact local clubs. - Plan day. 	<p>£100/hour x 4 hours x 3 sports x 3 KS = £3600</p>	<ul style="list-style-type: none"> - School creates / develops links with local clubs and organisations. 	<ul style="list-style-type: none"> - Monitor success for future.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
Send staff on P.E training booked through RoSIS professional development.	- P.E lead and headteacher to book staff onto courses. - Staff to attend courses and feedback to other staff.		- Staff feedback on the benefits to their own professional development.	- Book courses once Covid restrictions have been lifted. - Access any virtual sessions offered.
Review and organise resource folder.	- Create individual sports folders and resources using previous RoSIS training materials.		- Staff to use resources to inform planning and teaching.	- Staff conversations to discuss usefulness of resources and other needs.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
Check P.E planning to ensure a range of sports are covered in the yearly plans.	- Review planning yearly. Link to School Games where possible.		- Pupils experience a range of sports.	- Review to meet Covid restrictions and adapt once restrictions are lifted.
Offer additional sports, that are not on the yearly timetable, to all classes.	- Plan in sports lessons / days for each class. - Provide sports coach / teacher to assist / upskill class teacher. - Purchase equipment for broader		- Children experience sports that are uncommon / new to them.	- Gather feedback on success of lessons / days.

<p>Take part in additional sports through competitions led by the SGO.</p> <p>To provide additional sports opportunities after school and in the holidays.</p>	<p>experience days.</p> <ul style="list-style-type: none"> - Review timetable and book onto competitions. - Plan in dates and times. - Inform pupils and parents. - Book children into clubs. 	<p>£1342</p>	<ul style="list-style-type: none"> - Children to gain competitive experience of new sports. - Children to access sports and physical activity during extra curricular time. 	<ul style="list-style-type: none"> - Continue once Covid restrictions have been lifted. - Compete in virtual competitions where possible. - Track children attending.
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Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
Provide multi sports coaching / clubs as an extra curricular activity.	- Timetable multisport club (Youth Club). - Inform pupils and parents.	£2000	- Children compete against each other during clubs.	- Monitor children attending.
Enter Rotherham / South Yorkshire competitions through SGO.	- Use yearly plan to book teams onto competitions.		- Children to experience competing against other schools.	- Monitor children competing and school success.
Attend visits to EIS for 'Olympics' for children in Y2 and Y6.	- Book onto event.	£1000	- Children compete against each other and experience competing at a professional venue.	- Review success - Continue to book on yearly.
Classes to run intra-form competitions across sports linked to P.E lessons.	- Staff to organise between their own cohort. - Feedback in assemblies.		- Children gain the opportunity to compete using skills learnt and practised in P.E lessons.	- Begin once Covid restrictions are lifted.

Signed off by	
Head Teacher:	K L Hill
Date:	30.9.2020
Subject Leader:	S Little
Date:	13.9.2020
Governor:	G Shone
Date:	24.11.2020