

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - We have continued to make more links within our community clubs such as Fulford Tennis and Dynamos Cricket clubs. - Providing clubs at lunchtime and afterschool for some groups of children through school despite COVID19 struggles. - All staff have used the progression in skills documents and long term plans to successful deliver a broad and balanced PE curriculum. - Tom Lloyd has supported teachers in planning clearly sequenced lessons with progression and has also targeted least engaged children during PE lessons throughout the year. - Children have accessed 30 minutes of physical activity each day. - Throughout lockdowns and self isolations, children have continued to access PESSPA in a range of different ways. 	<ul style="list-style-type: none"> - We will continue to use the Girls Active programme by the Youth Sport Trust Girls to engage more and more girls in competition and confidence to represent our school. (continue from 20-21) - Staff will begin to feel more confident in the assessment of PE and will have a clear long term plan to follow. (continue from 20-21) - Staff will begin to look at the possibility of a daily 5minute active start to the day after trialling this with Y5 throughout the 19/20 academic year. (continue from 20-21) - Ensure children who have missed swimming sessions catch up later on in their time at primary school. - Ensure that vocabulary is used throughout lessons to extend understanding of sports and skills. - Continue to target the least active children and provide them opportunities to take part in a range of PESSPA. - Provide a range of clubs for all children in a variety of sports and skill areas. - Engage parents in physical activity along with their children. Children seeing their parent take part in sport may encourage the least active.

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: 2021 - 2022		Total fund allocated: £19,500 of £32,280		Date Updated: July 2021	
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:
					30%
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:
- Improve the playground markings and facilities in order for children to be able to access self-led playtime games and easily access 30 minutes of active play each day. Children will be able to organise games themselves at playtimes and continue to be active individuals from EYFS to Y6.		Invest in playground markings which will engage all children across school. Ensuring that there's something suitable from children in EYFS/KS1 and KS2.		£10,000	
- Continue to improve physical activity levels and participation amongst girls within KS2 (as identified and began to focus on over the last two academic years).		Use last years 'Girls Active Ambassadors' as mentors for other girls within KS2. Use their knowledge from last year's course to help implement activities and strategies in school to engage more of their peers in sport. Also enable these mentors to 'train up' new ambassadors within summer term so the legacy can be continued once they leave St. Oswald's.		CB to train up – no cost.	
- Continue to improve physical activity levels amongst the least active children – a new group to be identified from last year. Engage them in meaningful		Invite a new group of least active children to join a lunch time change4life club and bring a friend along where they can try new skills and sports without the pressure of being in a large group. Engage them in new and unconventional sports and activities.		CB to run – no cost.	

activities which increase their confidence within sport.				
- Increase independent activity over lunchtime. Enable older children to facilitate games and activities with the younger children.	Recruit Y6 Sports Leaders and enable them to work with YSSN specialist to mentor the youngest children in school and engage them in exciting activities to get them active over lunchtime.	CB to train up – no cost.		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15%
Intent	Implementation		Impact	£4000
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:
- Engage parents in physical activity along with their children. Children seeing their parent take part in sport may encourage the least active.	Hold once termly events/after school sessions where parents can come into school and enjoy some type of physical activity with their children.	CB to deliver. Join in on special days (allocation below *)		
- Teachers to feel confident in using the new playground markings during lessons (number squares/phonics pond) to engage children in physical outdoor learning. Children will then be able to use these resources independently during break and lunchtimes.	Discuss with teaching staff during a PDM about how the new outdoor resources can be used during/before/after teaching inputs in a variety of lessons in order to deliver active cross curricular lessons. Ensure that all classes have time to explore the new resources and talk about how they can be used in class or at break times.	(Allocation within K11)		
- Update fixed playground resources (netball/basketball hoops) with safety padding and relevant sized equipment for KS1 and KS2 children.	The old hoops and nets will need to be removed from the playground floor. New nets will need to be installed on the new playground markings.	£3000		

- Children to engage in 5 minute daily warm ups (daily mile, wakeupshakeup, skip2bfit) – aim to feel awake and ready for the day of learning and also increase enjoyment in physical activity.	Teacher to timetable in opportunities (or flexibly be ready for opportunities) to head outside to do 5 minute 'brain breaks' and engage in PESPA. Children will be able to use the new playground markings during this time – activity trail/daily mile track/dance with me.	(Allocation within KI3 and KI1)		
- Specialist coaches and sports people to come into school and work with the children in their skilled areas: skip2bfit, chance2shine cricket, Fulford Tennis... Engage the whole school in the same activities and opportunities to create talking points.	Once termly specialist day where the children will have an opportunity to experience new and exciting PESSPA.	£1000 *		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
				£5000
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:
- Use vocabulary cards throughout school so that all staff are knowledgeable about the words they should be using and exposing the children to within each unit of learning.	Staff to continue to consistently use vocabulary progression document to ensure they are using challenging and relevant vocabulary within each lesson. Staff should continue to encourage the children to use this vocabulary too.	Already in use – no cost.		
- Ensure that staff are supported in the assessment of PE by using a whole school approach to skills progression and end of year assessment.	Staff should begin to use the assessment tools discussed during a staff meeting in June 2021. CB will check in on staff each half term to see how things are going and tailor assessment criteria and expectations where necessary.	Already in use – no cost.		
- Use a long-term plan so that the PE lead knows what sports/skills are being delivered in each phase. Also, to enable staff to clearly plan	Continuing from last year, staff should continue to use the long term plan to ensure they are teaching a broad range of sports and activities and expose children to new skills.	Already in use – no cost.		

for following units and ask for help/resources in time.				
- Ensure all equipment is updated and new resources are bought for sports and skills being taught in this cycle (Cycle A).	Audit all equipment and resources in indoor and outdoor PE stores. Keep a list of used equipment that may need updating throughout the year.	£5000		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9 %
Intent	Implementation		Impact	£3000
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:
- Plan clubs that the children have suggested through KOBOCA and shown an interest in during PE lessons. Opportunities for clubs at different times of the day so that more children have a chance of attending (before, during and after school).	Provide a lunchtime or after school club per phase per half term. Change up the club each half term so that a wide range of sports and activities have been offered throughout school. Specialist sports coaches for sports the children may not have experienced much of before to enable them to be exposed to a wider range of clubs and activities outside of school.	CB to deliver. Potential additional specialist sports coaches. £3000 allocated.		
- Subject long term plan and progression of skills clearly distribute sports and skills so that the children are exposed to different sports throughout the two-year cycle within each phase.	Long term plan to include different sports on cycle A and cycle B of the long-term plan. Attacking and defending, invasion games, net and wall, striking and fielding, OOA, athletics, dance and gym to feature on both cycles so skills are being covered each year.	Already in use – no cost.		

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			2 %
Intent	Implementation	Impact	£950

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:
<ul style="list-style-type: none"> - Engage parents in physical activity along with their children. Children seeing their parent take part in sport may encourage the least active and may also bring out a competitive nature within families during sports days – hopefully having a lasting impact. 	Hold once termly events (winter sports day/summer games/family skip/box2bfit) and after school sessions where parents can come into school and enjoy some type of physical activity with their children.	Included within KI2 allocation.		
<ul style="list-style-type: none"> - Termly sports events in phases/as a school - winter sports day, summer sports day and an alternative sports day in spring to enable all children in school to take part in competitive games and activities. 	CB to create sports events which will appeal to a variety of children in school. All children will participate in their house groups and will all have a chance of representing their class in a number of different ways.	CB to organise - No cost.		
<ul style="list-style-type: none"> - Create more opportunities within the local area and schools within the cluster to take part in competitions and sporting events. Enable the children to visit other schools/sports centres to add to the excitement and enjoyment of PESSPA. 	CB to communicate with local schools and connected schools in order to create flexible fixtures for all children across school.	Transport cost £500		
<ul style="list-style-type: none"> - YSSN competition buy in to enable skilled sports, least active and SEN children in multiple competitions across the city. 	Communicate with YSSN specialists and SGO and take part in as many inter and intra school competitions.	£450 YSSN buy in.		

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/ <u>No</u>

Head Teacher:	
Governor:	
Subject Leader:	Chloe Bell
Date:	July 2021 (Sports Premium Plan)

Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:  LOTTERY FUNDED  SPORT ENGLAND  Active Partnerships  UK COACHING  UK active  European Commission