

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](#).

St Mary's C of E Primary School, Edwinstowe Review of Sports Funding 2019 – 2020 –
The plan was disrupted due to Covid -19. This plan will run through to 2020 -2021

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Gold Quality Sports Mark first awarded in July 2014 and has maintained Gold Status for all subsequent years, pre Covid-19 • Increased the number of pupils who engage in physical activities through after school clubs and a wider offer within the PE curriculum • Pupils are aware of the importance of healthy eating and lifestyles, as a result of focused teaching and learning activities. As a result of this, the majority bring healthy, low sugar lunch boxes or make healthy choices through school meals • The introduction of the Daily Mile has been a great success • Pupil wellbeing has been prioritised, including specific training in order to actively support pupils' emotional health, including an ELSA lead who has attended networks 	<ul style="list-style-type: none"> • Provision of artificial cricket pitch so field can be accessed for this during the wetter months • Attainment of the Platinum Sports Award; this was disrupted by Covid-19

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below: As assessed prior to lockdown
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	100% (15/15)

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>100% (15/15)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>93% (14/15)</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 students today and for the future.

Academic Year: 2020-21	Total fund allocated: £16,888	Date Updated: September 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Inspiring participation: The development of a range of sports clubs offered to pupils: Play leaders, Football club (y1-6) Golf club (KS2), Cricket Club (KS2) Active After school (KS2 linked to Change for Life programme), Boccia , Cross Country whole school participation in Active Notts initiative. Impact: - Pupils begin to make informed choices about healthy, sporting lifestyles - Pupils participate willingly and respond positively to the sporting, creative and cultural opportunities - Broader range of sports available will engage and target more pupils - Playleaders encourage pupils to take a more, independent, child – led, proactive approach to their physical activity. Increase in calm,	Multi surface installed on field to extend the use of the field throughout the year - Share the priority with staff to ensure shared vision and shared ownership - Planned clubs established and run as timetabled - Playleaders organised and established. - Play opportunities planned and delivered by Playleaders for pupils during break times. - Coaches booked/transport organised so that pupils can attend regular sporting events during the school year - Community sports event completed - Tender for most cost effective Installation of MSP on the field for cricket (purchased but installation disrupted by lockdown)	MSP - £1,200	Pupils engaged and enthused about sport and the effect it has on their health Playleaders ensure that breaktime provision engages pupils so that behaviour is excellent through collaborative work and understanding the needs of others	Run similar clubs next year.

Pupils engaged and enthused.				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				66%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sports Lead to continue to access CPD in order to further develop good practice</p> <p>Continue to employ the existing expertise of the Sports Lead</p> <p>Assessment tool continues to support the teaching of PE across school and to enable all staff to confidently teach PE as needed under guidance of Sports Lead</p> <p>Pupils' progress tracked using outcomes of assessment and differentiate learning in response to assessments.</p> <p>Through professional sports coaches and CPD, Sports Lead and wider staff are upskilled in teaching and learning of PE and school sport and this is to be used to cascade to other partner schools.</p> <p>Impact:</p> <ul style="list-style-type: none"> - More confident and competent staff who are highly skilled in the teaching of PE and school sport. - Increased capacity and sustainability - Improved standards - Positive attitudes to health and well-being of staff 	<p>- PE coordinator to attend termly meetings at Dukeries Academy to upskill in terms of subject leadership</p> <p>- Monitoring of the quality of teaching and learning in PE undertaken to assess impact of the CPD/coaching sessions.</p> <p>- sports coaches to deliver high quality and focused PE lessons where sessions are planned around a multi-skills approach and characteristics of learning.</p> <p>Sports Lead to research quality CPD and attend relevant courses</p> <ul style="list-style-type: none"> - End of year review undertaken and actions identified for next year - Hold inter-school competitions to cascade good practice. 	<p>PE lead cover: 3 x half day sessions £120</p> <p>Membership of Schools Partnership (£800) ; Dukeries Family (£300) and employment of Sports Lead £10,000</p>	<p>Staff confidence increased and knowledge and skills developed.</p>	<p>To continue to review the skills analysis</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure pupils are exposed to and have the opportunity to try a wide range of sports and activities.</p> <p>Impact:</p> <ul style="list-style-type: none"> - Pupils are signposted to these activities following exposure, therefore promoting active lifestyles and engagement in a wider range of sporting activities. - A higher range of pupils actively engaged in activities - Pupils participate willingly and respond positively to the sporting, creative and cultural opportunities 	<p>Planned clubs established and run as timetabled</p> <ul style="list-style-type: none"> - Community sports event completed <p>Share SDP priority with staff to ensure shared vision and shared ownership</p> <ul style="list-style-type: none"> - Minibus maintained so that pupils can attend regular sporting events during the school year and expose them to a wide range of sports and activities. - Pupils signposted to local clubs to raise the profile of a variety of sports and activities. 	£2,000	Participation in clubs has increased pupils' levels of physical activity and understanding of the need for healthy lifestyles	<p>Review which clubs had the higher attendance and which were least well attended in order to plan provision for the following year.</p> <p>Ensure Mini-bus is maintained.</p> <p>Sports Lead to continue to research wide range of out of school activities and maintain strong sporting links</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Development in competitive sport through the use of Intra-school competition, Dukeries Family of Schools , Joseph Whittaker Partnership and festivals.</p> <p>Investment in athletics kit and new football kits to reflect the new school logo.</p> <p>Impact:</p> <ul style="list-style-type: none"> - Pupils participate willingly and respond positively to the sporting, creative and cultural opportunities - Broader range of sports available will engage and target more pupils - Increased participation in competition - Sporting characteristics such as resilience and perseverance are embedded fully through the use of the of the School Sports Games Values and the Premier League Primary Stars Value Cards -new kits give sense of pride in representing team. Core Christian values reinforced 	<p>Sports Lead to continue to develop links with other schools for the opportunity to compete</p> <p>Continue to buy into the Dukeries and Joseph Whittaker School Sports Partnerships</p> <p>Purchase athletics and football kits</p>	<p>£1,500</p> <p>£350</p>	<p>Pupils will develop the skills of not only being good at sport but being a 'good sport'</p> <p>Teamwork, perseverance and a work ethic will be further developed. Self-esteem and self-confidence will also be developed</p> <p>Good relationships continue to develop further between primary and secondary schools.</p> <p>Pupils demonstrate sense of pride in wearing kit and representing team</p>	<p>Review the planned festivals/tournaments/leagues /competitions for the following year, including successes and further opportunities for development</p>