

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:
<ul style="list-style-type: none"> - Continuing development of PE schemes that combine agility, balance and coordination as building blocks alongside sport specific skills. - Development of before, after and lunchtime clubs for Health/fitness and Wellbeing. - Continued high quality CPD with staff working collaboratively with a PE Specialist to increase confidence to deliver high quality PE. - Being an active part of Leicester City School Sport Partnership. - Leicester City Schools Football area league winners 2018/19. 	<ul style="list-style-type: none"> - To increase the numbers of children partaking in before, during and after school clubs. (Current average 25%) - To provide increased opportunities for all pupils to take part in competitive sport. - To carry on providing Development opportunities for staff to increase confidence and skills to deliver the PE curriculum. - The engagement of all pupils in regular physical activity - kick-starting healthy active lifestyles. - To increase number of children able to achieve 25m swimming by the end of Year 6.
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.	63%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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 but will be doing so in 2020/21

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: £18000 Total fund spent: £14600		Date Updated: 10/07/20	
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:
					57 %
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:	
<ul style="list-style-type: none">- Educate children in the value and benefits of a healthy active lifestyle.- Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.- Provide opportunities for daily physical activity during playtimes. (including sports coach led activities 2 x lunchtimes a week)- Provide more playtime equipment for active playtimes.	<ul style="list-style-type: none">- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.- Develop the PE curriculum to ensure lessons link to the multi-skills approach using Complete PE and Real PE.- Purchase Resources.	<ul style="list-style-type: none">£9640 sports coach providing HQPE alongside teachers.£300£300£10240	<ul style="list-style-type: none">- Positive attitudes to health and well-being.- Pupils’ activity at lunch and break increased.- Children across the school more active on a daily basis and enjoy being active.- Staff are more confident in delivering high quality PE sessions and enthuse children in understanding the role of movement in the development of their own physical literacy, fitness and well-being.	<ul style="list-style-type: none">- Monitor through pupil voice children’s activity levels in break times.- Children in Year 5 to undertake sport leadership training to lead playground activities.- Bring in a daily skipping activity rather than Daily Mile (lack of outdoor space).- Staff monitoring/communication to see which areas they need continuing CPD in.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9 %
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:
<ul style="list-style-type: none"> - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills? - Use PE teaching to aid fine and gross motor skill development. - Ensure PE and school sport is visible in the school (assemblies, displays, school website, pupil reward and recognition of pupils) - School staff better equipped/more confident to teach PE in school. - Monitoring use of schemes and whole school PE coverage. 	<ul style="list-style-type: none"> - Implementation of the Real PE scheme of work that works on agility, balance and coordination as building blocks. This scheme works with children on their Health and Fitness but also on social, emotional, personal, creative and cognitive aspects of being active. - Use of Complete PE. - Membership of Leicester Schools Sport Partnership to provide competitive activity and Health and fitness activities to motivate children to improve their ability and attitude. 	<ul style="list-style-type: none"> £150 annual platform subscription. £130 annual subscription. £1320 yearly subscription £1600 	<ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - PE, physical activity and school sport have a high profile and are celebrated across the life of the school. - Continued progression of all pupils during curriculum PE lessons. - Pupils strive to improve all round PE skills. 	<ul style="list-style-type: none"> - Continued development of Real PE and Complete PE programmes in school. - Continued membership of Leicester Schools Sport Partnership to increase amount of sporting and well-being opportunities available to the children. - Use Pupil interviews to inform us of what pupils enjoy in their PE lessons and to establish that pupils enjoy the variety of activities on offer during curriculum PE.

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:
- Raise the quality of teaching and learning in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	- A specialist PE teacher to work closely alongside all staff to deliver curriculum PE and improve staff confidence in delivering HQPE. A specialist PE teacher to be used to help upskill teachers through modelling lessons, team teaching, help with planning and observations.	£9640 PE specialist teacher.	- Increased staff knowledge and understanding and confidence to deliver HQPE. - Raised pupil attainment in PE.	- To continue using a PE specialist to work alongside staff so if current funding ceases HQPE will continue to be delivered from skilled and confident staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14 %
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:
<ul style="list-style-type: none"> - Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. - Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport. - Children participate in festivals/tournaments held through LSSP. - Increase opportunities for KS1 children - Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. 	<ul style="list-style-type: none"> - Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school - School to enter children into sporting festivals/competitions. - Equipment continues to provide opportunities during break and lunchtimes. 	<p>£2560</p> <p>LSSP funding</p> <p>See key indicator 1.</p> <p>£2560</p>	<ul style="list-style-type: none"> - Our before school clubs brought together 25 children from mixed year groups for 3 days a week. The fact that the children were all different ages was great as it helped to improve the sports and social skills of the younger children whilst developing the older children as role models. - After school clubs Year 1/2 group. Our average for this club was 20 children per session, a 33% uptake. Year 3/4 group. Our average for this club was 18 children per session, a 30% uptake. Year 5/6 group. Our average for this club was 28 children per session, a 47% uptake. Sport skills worked on included Tennis, Football, TAG Rugby, Cricket, Dodgeball, Basketball and Gymnastics. A Yoga Club also ran on Monday lunchtimes to improve children's health and well-being. This was rotated between Y3, 4, 5 and 6. Our average for this club was 6 children per session, a 20% uptake. Through membership of LSSP and Leicester Schools Football, Years 5 and 6 competed in competitions in Basketball, 	<ul style="list-style-type: none"> - Continued employment of a PE specialist to run clubs and continued membership of the LSSP. - To work towards School Sports Games Mark starting with Bronze. - To improve our uptake of afterschool clubs. Year 3&4 ↑ 36% Year 5&6 ↑ 50% - To increase our uptake to at least 30% - Expand sports competed in to include Athletics, Tri-Golf and New Age Curling.

			<p>Netball, Dodgeball, Swimming and Football. Others were planned but because of Covid 19 were cancelled.</p> <p>½ of Year 2 children took part in a Health and Wellbeing festival with the other half due to take part in the Summer term but again due to Covid 19 this was cancelled.</p>	- Continued involvement in festivals.
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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:
<ul style="list-style-type: none"> - Provide opportunities for all children to challenge themselves through both intra and inter school sport - Increased participation in School Games competitions. - Develop links with local schools to increase inter school competition for children across KS1 and KS2. 	<ul style="list-style-type: none"> - Membership of Leicester Schools Sport Partnership to provide competitive activity and Health and fitness activities to motivate children to improve their ability and attitude. - Contact local schools (Rushey Mead Primary, Mellor Primary and Catherine Juniors) to give more children the opportunity for competitive sport across KS1 and 2. 	<p>LSSP Membership see Key indicator 2</p> <p>N/A</p>	<ul style="list-style-type: none"> - Through membership of LSSP and Leicester Schools Football Years 5 and 6 competed in competitions in Basketball, Netball, Dodgeball, Swimming and Football, with others planned but because of Covid 19 were cancelled. - ½ of Year 2 children took part in a Health and Wellbeing festival with the other half due to take part in the Summer term but again due to Covid 19 this was cancelled. - Year 4 and 5 participated in competitive football with Rushey Mead Primary. More activities were planned but, due to Covid 19, never went ahead. 	<ul style="list-style-type: none"> - Continued employment of a PE specialist to run clubs and continued membership of the LSSP and Leicester Schools Football. - Through links to other local primary schools, provide competitive opportunities for KS1. - Continue to develop links between local primary schools.

Key indicator 6: Swimming				Percentage of total allocation:
				1 %
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:
<ul style="list-style-type: none"> - To achieve 75% KS2 target of pupils being able to swim 25m. - To provide opportunities for pupils to compete in gala events. 	<ul style="list-style-type: none"> - Pupils in Years 3 and 5 to receive 3 terms of lessons. Year 6 to have 8 weeks of top up sessions. - To develop cooperation and links with Leicester City Council instructors to achieve at least 75% of Y6 able to swim 25m. - Identify children in Years 3 and 5 who would benefit from booster lessons at LCC swim scheme. - Pupils to be entered into gala competitions through LSSP. 	£200	<ul style="list-style-type: none"> - 63% of Year 6 pupils attained KS2 target of 25m (this was based on data from their swimming in Year 5. Covid 19 stopped Y6 accessing end of year booster sessions to achieve target). - 8 Year 5 and 6 children swam in the LSSP swimming gala. - Children requiring booster lessons were identified but were unable to access due to Covid 19. 	<ul style="list-style-type: none"> - Continue developing cooperation and links with LCC instructors to increase percentage of children being able to achieve 25m. - Continued participation in competitive swimming through LSSP. - Continued funding of booster lessons. Use some of funding carry over to fund 3 children from each year group rather than 2.

Signed off by	
Head Teacher:	C Lynch
Date:	03/08/2020
Subject Leader:	D.Rabjohn
Date:	10/07/20
Governor:	
Date:	