

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by

Department for Education

Created by

association for Physical Education

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.

Created by: association for Physical Education, YOUTH SPORT TRUST

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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.

ELLISON PRIMARY ACADEMY 2021 VISION for PE and Sport

Objective: To achieve self-sustaining improvement in the quality of PE and sport that will live on beyond PE and funding.

ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:

Engagement of ALL pupils in regular physical activity

- Every child consistently receiving (as a minimum) 2 hr of PE a week.
- Increased confidence in quality teaching
- Pupil Premium engagement in extra sport activities
- Targeted interventions for both Gifted and Talented and SEN pupils

Broader experience of a range of sports and activities offered to pupils

- Trips to local sport venue and links with local sports clubs - (For example a trip to Manchester Velodrome)
- Enthusiastic playground leaders
- Sports Council established
- Continue to develop a good range of sports and extra-curricular clubs.

Profile of PE and sport raised for whole school improvement

- Increased attendance in clubs
- Opportunities for all age ranges to attend clubs
- Pupils are reflective of their performance and skills
- Develop use of iPads to evaluate performance
- To develop leadership skills of PE leader
- To develop cross curricular links
- To improve attendance, behaviour and concentration levels of pupils
- Achieve Gold Kite Mark

Increased participation in competitive sport

- Develop Societas events e.g. Societas Olympics to include both KS1 and KS2 children
- Interschool events developed
- Develop a house system (Red, green, yellow, blue - staff to also be allocated a team)
- Pupil voice to continue to support PE developments

Health of the pupils /school community

- Healthy living taught throughout PE sessions
- Create links with link high schools
- Develop a 'Change for life' /'Healthy Eating' club. Opportunities to target those with less healthy lifestyles
- Parents to be involved in whole school sports and health events e.g. stride to school, Daily Mile
- Develop Active PE homework bags
- Introduce the Daily Mile - to be used within the school day and developed for use with parents

Increased confidence, knowledge and skills of all staff teaching PE and sport

- Linked curriculum coverage to ensure SCFC (PPA cover) and teaching staff together in assessing sports skills
- Staff confident in planning, delivering and assessing to meet the needs of all pupils
- Learning walks and observations of teaching staff with feedback given
- Comprehensive CPD opportunities for PE leader and staff - Individualised approach tailored to suit the member of staff - (for example the Level 5 PE qualification)
- Whole school CPD to target the teaching and learning of gymnastics in the school

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.	78 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78 %
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?	No

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:** £19,920 (and spent)		**Date Updated: 01.07.20**	
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				
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:
Applied for the GamesMark Award and successfully reviewed and evaluated the quality of PE and Sport in school.	Liaised with Carl Inskip re: the application process for support. Worked with allocated consultant to undertake in depth self-review - very effective. Completed form and arranged validation visit - distinction awarded – June- Various opportunities were available to the children to engage in activities to stay healthy and active. This included our Daily Mile ' Race to Tokyo' competition, Sports week which includes Virtual Sports challenges each day. Regular challenges were sent out on social media from School Games activities to daily workouts.	£160 – supply cover requirements of Sports Leader for meetings and to complete the application.	All children received the recommended amount of physical activity a day. The Games Mark can only be achieved by incorporating an 'Inclusive' element to the award. Therefore, competitive opportunities have been provided for children do not / may not get this opportunity outside of school which motivated our pupils to strive to always do better. This had a marked impact on participation levels and progress both in and beyond the curriculum.	To continue to access the Games Mark, follow the principles of the award to maintain Best Practice and achieve Gold using the self-check tool. Use the tool to identify any areas to improve in future years.

			Heat-map demonstrates that 100% of children participate in 30 mins of physical activity on a daily basis. Received specialist Games Mark award due to work carried out as a school during Covid-19.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
Playmakers - Children to be trained for the Play-makers certificate – enabling them to lead sporting sessions during lunchtimes for the younger children.	Accessed the SCFC Primary Stars Programme – sports coach Wayne Allerton led the group. New specialised equipment in specific sports to help engage children in different physical activities.	£3000 – as part of the SCFC (Partial amount of this towards the particular project). £1,412 – appropriate resources required for PlayLead	Lunchtime activities have been introduced and pupils are now more physically active, meeting health recommendations and increasing general fitness, improving stamina and health. Children are engaged in each activity and have been able to use play equipment daily in each year group.	To continue to develop our own Sports Leaders Programme in future years and help to lead whole school sporting activities. Children to help with training of lunch time supervisors and help to set up a Sports Council to discuss P.E and how we can improve this as a school. No requirement for a SCFC led certificate.

		ers to support the sessions with children		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
Joined afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date.	Accessed membership information on afPE website	£111.	Due to the wide ranging expertise within afPE which is readily available to members, all pupils benefitted from knowledgeable and confident staff who are now kept up to date with all developments. The subject leader, the staff and most importantly the pupils now keep ahead of all developments. 80% of pupils can articulate the difference between PE, Sport and Physical Activity. Termly pupil surveys demonstrate that higher levels of pupils are continuing physical activity out of school hours with parents, siblings, carers, and or grandparents.	Membership will be renewed each year from the school budget where we can keep up to date with the developments of P.E, physical activity and school sport.
Increase staff confidence – with particular regard to new subject Leadership	DHT discussions (who has strategic overview of PE supporting 3 new PE leaders over	£420– supply cover requirements of	Leader and AHT increased knowledge and understanding of the process of PE Leadership at	DHT to continue to coach AHT; who in turn will coach PE leader over the years. This will

	the last 4 years) with PE Leader (new 2019-2020) and AHT who will begin to coach and mentor the PE leader.	Sports Leader, AHT and DHT for coaching and mentoring sessions.	school, of key areas to prioritise and the requirement of a detailed, strategic and reflective Sports Funding Plan.	continue if the Sports Funding does not.
Increase staff confidence – with particular regard to new subject Leadership	Coherent Concept Design project – PE leader and DHT attendance in Keele University joint project with Sheffield Hallam and university in New Zealand to support the concept-based curriculum through PE in schools. Staff meeting time allocated to disseminating learning to other members of staff.	£960 – supply cover requirements of Sports Leader, AHT and DHT for attendance at the meeting and coaching and mentoring sessions to develop gap tasks after the event.	PE leader – increased knowledge skills and understanding in developing a concept based curriculum. Improved teaching and learning opportunities for all. Further sessions are to be hosted at Keele University with other sports leader to provide recommendations around how to teach key concepts in P.E and how it can be implemented within each school. To be continued once regulations with Covid-19 have changed. Children are accessing a more robust Physical Education Curriculum.	PE leader will continue to lead the design of the curriculum within school and help to guide other teachers through the process. There will be now more staff members confident to teach successful P.E lessons and have the knowledge, skills, understanding and resources available to do so.
Increase staff confidence – with particular regard to new subject Leadership	Appropriate AfPE course sought. Led by Caroline Holder at Accelerate Learning Services	£950 Cost of course £420 – supply cover requirements of Sports Leader for meetings and to complete the	Level 5 certificate in PE specialism course. An externally accredited course which delegates practically and reflectively work through with PE subject specific knowledge ideas that relate back to generic good and outstanding teaching practices in the classroom. Positive impact on future PE	PE leader has a Degree in PE, and will also achieve the AfPE Level 5 qualification. These skills will be utilised throughout his leadership and can be drawn upon when needed. Next step is for PE leader to complete Level 6 specialism. Further

		qualification.	leadership in school ensuring children receive the best possible PE curriculum. This will be ongoing next year due to Covid-19.	opportunities will be given to the shadow P.E leader to obtain Level 5 qualification next academic year.
Improve staff CPD with regards the healthy school agenda. Train and develop PE champions (lead teachers in PE who will be used to support and model for other teachers)	Time4Sport sessions run through the school and supported class teachers in delivery. 'Healthy Lessons' sessions. PE training for all teaching and specified non-teaching staff (in particular for invasion games).	£1885 (Time4Sport)	Staff responses to questionnaires demonstrate improved knowledge, skills and understanding. Pupil voice showed 100% increased enjoyment in sessions around leading a healthy lifestyle and performing in competitive situations.	Staff will have increased knowledge, skills and understanding to utilise within all areas of P.E. New activities and resources will be updated for staff to help support healthy lifestyles and engagement. Children engaging in the importance of eating healthily and making choices that will have an impact beyond their school years.
Review PE curriculum overview and long term vision. Introduce new activities and sharing new planning and assessment for staff	New activities introduced into our curriculum such as Beat your Best (fitness challenges), handball and badminton. PED PASS scheme has been shared with existing and new members of staff with the expectation to assess and address gaps in learning at each stage. This information will be passed onto the next class teacher who will choose this as an individual focus within the unit in		Pupil surveys suggest that the children are engaged with all activities and are happy with all of the sports that we offer in our curriculum. Embedded planning, teaching and assessment in place throughout the school which relate to expectations both as a school and through the NC.	Increase in the effectiveness of planning and taught sessions over a period of time. Pupils developed a passion for P.E and feel confident performing in sports related activities in each year group that they progress into. P.E vision is aligned with whole school values and curriculum design.

	the next academic year. Introduced new long term plans and subject/sport areas.			
Increase staff subject specific knowledge **Increase staff subject specific knowledge - specifically in Gymnastics.**	Sought a PE specialist in Gymnastics – (Deb O'Neill PE consultant) to lead the training FA approved – PE specialist is observed during CPD sessions by an FA official – Tom Peevor to ensure quality of sessions are robust. 4 teachers to be trained this academic year. Year 3 NQT and HLTA 1 to 1 Gymnastics bespoke support for identified staff who require confidence in the teaching of gymnastics and the safe use of school gymnastic equipment. Completed through development areas identified, modelling, team teaching and next steps of children identified (AfL) .	£3000 (partial amount of this from the Gold Package from SCFC) £160 - supply cover requirements of teachers for meetings and to reflection	Staff responses to questionnaires demonstrate improved knowledge, skills and understanding. Report from PE specialist demonstrate improved quality of teaching and learning in all classes.	Staff increased knowledge for future years leading to increased pupil progress. Trained member disseminated learning to other staff and can lead them in the delivery of the programme This will continue in the next academic year focusing on Fundamental movement skills in EYFS and KS1.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
Applied for the GamesMark Award and successfully reviewed and evaluated the quality of PE and Sport in school.	Liaised with Carl Inskip re: the application process for support. Worked with allocated consultant to undertake in depth self-review - very effective.	See above -	All children are recieved the recommended amount of physical activity a day. The Games Mark can only be achieved by incorporating an 'Inclusive' element to the award. Therefore, competitive opportunities have been provided for children do not / may not get this opportunity outside of school which motivated our pupils to strive to always do better. This had a marked impact on participation levels and progress both in and beyond the curriculum. Heat-map demonstrates that 100% of children participate in 30 mins of physical activity daily.	To continue to access the Games Mark to support Best Practice and achieve the Platinum Mark within the next 2 years.

Key indicator 5: Increased participation in competitive sport

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:
To be members of the Newcastle Sports Federation	Became members through Carl Inskip and accessed all opportunities available. Access to newsletter and information shared with Staff.	£250	As a member advice was given to support games in school; including wise use of Sports Premium funding. Every opportunity which is given has been taken e.g. inclusive sports day, cricket, cross country football league etc. This has had a positive impact upon children including those who would not usually access school competition.	Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years. Raised profile of health and well -being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams.
To ensure that there is a good range of sporting clubs resulting in positive outcomes in competitions.	Offered a range of after school clubs linked to competitions within School Games events. Ensured that attendance was registered and children were given opportunity to represent Ellison representing our values.	Transport £1,020	Attendance in after school activities had risen significantly and a wider range of children had represented the school up until Covid-19. Results in competitions this year have improved in areas such as Cross Country (Year 5 winner) and Year 6 boys Football League champions. Pupils can apply key skills through P.E including	Further pupil voice to be completed at the start of the 20-21 academic year to gauge interest in activities in promoting health and well-being due to the length of time children away from school. Taster sessions with local sports clubs and associations to engage children further in activities in the local

			teamwork, trust and communication.	community.