

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 2019:	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.	76 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76 %
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:** £	**Date Updated:**	
Key indicator 1: The engagement of all 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: %
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.	£160 – supply cover requirements of Sports Leader for meetings and to complete the application.	All children are receiving the recommended amount of physical activity a day. The GamesMark 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 GamesMark and achieve Gold if the Sport funding is not available.

			Heat-map demonstrates that 100% of children participate in 30 mins of physical activity	
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**	
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.	£3000 – as part of the SCFC (Partial amount of this towards the particular project). £1,412 – appropriate resources required for PlayLeaders to support the sessions with children	Lunchtime activities have been introduced to ensure pupils are more physically active and meeting health recommendations and increasing general fitness; improving stamina and health.	To develop our own Sports Leaders Programme in future years if the funding does not continue.

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:
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. ??% of pupils can articulate the difference between PE, Sport and Physical Activity. • Termly pupil surveys demonstrate that ??% of pupils are continuing physical activity out of schools hours with parents, siblings, carer, and or grandparents.	Membership will be renewed each year from the school budget if PE if Sport funding is discontinued.

Increase staff confidence – with particular regard to new subject Leadership	DHT discussions (who has strategic overview of PE supporting 3 new PE over the last 4 years) with PE Leader (new 2019-2020) and AHT who will begin to coach and mentor the PE leader.	£420– supply cover requirements of Sports Leader, AHT and DHT for coaching and mentoring sessions.	Leader and AHT increased knowledge and understanding of the process of PE Leadership at school.	DHT to continue to coach AHT; who in turn will coach PE leader over the years. This will 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.	PE leader to continue to utilise learning after the Sport Funding is no longer available.
Increase staff confidence – with particular regard to new subject Leadership	Appropriate AfPE course sought. Led by Caroline Hodder.	£tbc. Cost of course £420 – supply cover requirements of Sports Leader for meetings and to complete the qualification.	Level 5 certificate in PE specialism course. An externally accredited course which delegates practically and reflectively work through. PE subject specific knowledge ideas that relate back to generic good and outstanding teaching practices in the classroom. Positive impact on future PE leadership in school	PE leader will have a Degree in PE, and also AfPE Level 5 qualification. These skills will be utilised throughout his leadership in school beyond the PE funding.

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)	Time for Sport 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).		Staff responses to questionnaires demonstrate improved knowledge, skills and understanding.	Staff will have increased knowledge, skills and understanding to utilise beyond the Sport Funding.
Increase staff subject specific knowledge Increase staff subject specific knowledge - specifically in invasion games	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 Peever to ensure quality of sessions are robust. 4 teachers to be trained this academic year. Year 5 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.	Staff will have increased knowledge, skills and understanding to utilise beyond the Sport Funding.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
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.	See above -	All children are receiving the recommended amount of physical activity a day. The GamesMark 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	To continue to access the GamesMark and achieve Gold if the Sport funding is not available.

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:
To be members of the Newcastle Sports Federation	Became members through Carl Inskip and accessed all opportunities available.	£250	As a member advice 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. Access to newsletter and information.	To continue to be a part of the Newcastle partnership.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	