

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.

Created by: association for Physical Education, YOUTH SPORT TRUST

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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: 2020-2021	Total fund allocated: £19230	Date Updated: 28.07.21	
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			
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 apply for specialist GamesMark award for Academic year 2020-2021	Look at criteria for school's games mark and continue with the competitive opportunities on offer in achieving appropriate award for the school. Calendar of sporting events put together throughout the year, including intra competitions & clubs on offer. Relaunch active Lunch time sessions aimed at all children taking part in physical activity. All children to be given the opportunity to take part in Virtual School Games events and represent the schools in local competitions.	£189 supply cover	All children within our school achieve the recommended amount of physical activity each day. As a school we have contributed to the creation of home-school challenges and have worked with Carl Inskip to help create the calendar of events for school year 2021-2022 based on feedback from our children. Self-reflection tool has been completed based on SGO's framework and new targets have been created for next academic year.	Continued links with schools and School Games Officer (SGO). Raise the profile of health and well-being for all children and families to ensure a year on year involvement of pupils in activity both during and after school hours. Next step is to achieve specialist certificate and work towards Gold award in future years.

To provide opportunities for physical activity for all children during Covid 19 and during half term holidays. Ensure all children have access to physical activity out of school time.	Summer activity club through Time4Sport offering all children funded (Pupil Premium) and part funded places to engage in physical activity during the summer holidays. Helping to ensure children within the Pupil Premium category has an opportunity to be active and healthy throughout time at home.	£8548.50 (Summer Holidays) October half term - £384 February £296 Cost for year £1,215 max Easter £265 – May Total =£8548 + £2160 = £10,708	The attendance in the holiday clubs have significantly increased during this academic year. Vulnerable children were specifically targeted to ensure attendance. The relationship between the school and Time4Sport has developed and we remain committed to ensure that all children have opportunities during their time at Ellison Primary Academy.	Children from all backgrounds will be engaged and develop key skills including teamwork, trust, respect and communication. Greater attendance with clubs year on year and provide a safe and secure place for children during each holiday.

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:
Sporting playground- Lunch time supervisors to be trained during Covid 19 enabling to deliver safe, inclusive activities for all children at lunch times.	Trained lunch time supervisors to lead different physical activity opportunities within school. New activities and rotas designed on a fortnightly basis from feedback from specific year groups. Staff trained the safe use of equipment	£189 Delivered by CH and AL (P.E leads)	Regular meetings with lunch time supervisors and each half term has led to changing activities to provide different sporting opportunities for all year groups. All children in pupil voice (100%) enjoyed the new format of lunch	Improved fitness and behaviours throughout the school and a better understanding of the government recommendations within the Ellison community. Further skills developed through teamwork, co-operation and

	and how to clean it efficiently.		times and are eager to try new activities next academic year.	respect. Engagement in School Games competitions from the activities.
To monitor the teaching, learning and assessment within PE lessons from reception to Year 6. **To continue to develop and support teachers with planning and delivering high quality P.E lessons.**	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 the next academic year.	£189 Delivered by CH and AL (P.E leads)	Reviewed and redeveloped curriculum during Covid-19 to ensure that activities met school and government guidance. This has impacted on the safety and wellbeing of pupils, staff and visitors. Pupil's feedback that they enjoy P.E lessons. They are engaged in all areas of the curriculum and have enjoyed the new activities that we offer.	Changing attitudes and perceptions towards the subject by both pupils and staff. Staff knowledge and confidence is built upon year and it is ensured that quality teaching is embedded throughout each year group. Wider curriculum opportunities available and more achievements recognised and rewarded both in lessons and in competition.

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:**
Continued membership to afPE (Association for Physical Education) to access specialist support and advancements in P.E	To access membership and receive updates for the subject area. Professional reading, articles and sharing of best practice; Inc. health and safety information.	£115	All members of staff have been briefed and kept up to date with the latest guidance and best practice and risk assessment for pupil safety.	Membership will be renewed each year and engage in CPD opportunities. Helps to enable standards of P.E throughout the school and identify effective aspects of teaching and learning.
To ensure curriculum is broad and balanced and offers children opportunities to build key skills	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. To continue from last year due to postponement. (CH, AL)	Carried over from previous year (£950)	Due to Covid-19 restrictions, this will be led by KNSTE during Autumn term 2021-2022.	PE leader to help lead design of the curriculum within school and help to guide staff around each area. There will be more staff members confident to teach successful P.E lessons and have the knowledge and resources available.
Increased subject knowledge in a variety of different subject areas including Gymnastics, Athletics and Fundamental Movement Skills.	Specialist – (Deb O'Neill PE consultant) remaining sessions to commence with 4 teachers.	(£3000) Carried over from previous year. Stoke City Gold package	All 7 members of staff (100%) questionnaire responses demonstrate further confidence in each area of focus and an improvement in the delivering in subject specific skills. Report from Deborah O'Neill at the end of each course evaluation which	Staff increased knowledge around assessment and expectations for children at year group level. Trained members to reflect and evidence impact during lesson

			has shown key developments and future targets moving forward.	observation with CH (P.E lead). Staff to use PED PASS scheme to reflect on practice.

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:
To promote activity, health and well-being through Time4Sport	Weekly sessions with Time4Sport with a focus on Change4Life and interactive workshops for the children on areas such as diet, food labelling and maintaining a healthy lifestyle. All staff to work with the team and promote the importance of a healthy lifestyle throughout the whole school	Full year £2710 in total	All members of staff have recorded lesson by lesson evaluations focusing on aspects to bring into their own practice and an assessment of the children's knowledge on the ways to maintain a healthy lifestyle. All evaluations have shown a positive impact on teaching staff's subject knowledge and links to other areas of our curriculum.	Children engaging in the importance of eating healthily and making choices that will have an impact beyond their school 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 renew membership to the Newcastle and Kidsgrove Sports Federation	To access all of the school sport and competitive opportunities alongside schools in the local area.	To be reviewed Autumn 2021 £189 – supply to cover leadership time to ensure all Newcastle Federation sporting activities and organisation could continue.	Calendar of competitions clearly mapped out and fits well to current curriculum overview and extra-curricular clubs on offer for pupils. Staff offering pupils opportunities to be competitive or take part in performances at the end of the unit of work. 100% of pupils taking part in some form of competitive situation in the school.	Increased opportunities for the children to engage in physical activities and represent the school in a variety of different sports. Higher participation rates in after-school clubs and be able to use pupil voices to report enjoyment rate of each activity. Participation in different sports will be tailored to meet the enjoyment of the children at our school. Next steps are to further promote each club and provide opportunities for different year groups to attend events.
Continue to promote and improve the running of School Sports Week and Sports day events	To make links to Olympics and promote a variety of sports across all year groups. Ensure all staff are aware of events and activities over the week and how they are organised.	MAT project facilitated by PE leaders and DHT across our school and MAT. £567	The Societas Trust completed an Olympic week focusing on class competition. 100% od children in the MAT participated. All children linked to a key theme associated with the Olympic Values. All children took part and enjoyed	Increased engagement in different activities throughout the school and activities that can be taught in P.E sessions.

			competition within their class. Videos from Adam Burgess (Canoe athlete) and Jon Lovatt (CEO) shared with all schools. Overall video highlighting the success of the event will be used to promote our Trust and our key values.	
	Children to access Scootability training which includes Road Safety aspects.	£600	School works closely with the Staffordshire School Travel advisor. A free scooter pod has been accessed and scooting to school promoted by school. Number in National Walk to School Week demonstrated an increase in the number of children walking, park and striding, cycling and scooting to school.	Children engaging in a different sporting activity that can be easily used at home. Majority of children scooting to school were in Year 2. Road safety aspect supports safe promotion of the sporting activity in the future.
To promote the use of inter-house sports in each year group.	Staff to use exit tasks in each unit of work as a competitive activity at the end of the unit of work.	Staff meeting time and subject leadership time allocated.	Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. Teacher assessment throughout the school is consistent by measuring progress from start to end task. This will need to continue to be a focus in the next academic year.	Pupils gain further understanding of how to apply skills in competitive situations which will be translated later on into their school journey and beyond into high school. The standard of skills will increase year on year with experience.

Total spend: £15,454 with £3775.50 carry forward.

Signed off by	
Head Teacher:	N.Gibson
Date:	28.07.21
Subject Leader:	C.Hulme
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