

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: July 2020	2020/21 Areas for further improvement and baseline evidence of need:	
<ul style="list-style-type: none"> • A focus on tag rugby due to the rugby world cup, creating links with the local Rugby club • Chance to shine cricket offering cricket CPD and lesson support for all KS1 and KS2 adults and children • Karate session • Gold kite mark standards achieved apart from Sports Week, due to COVID • All teachers run a club for a term and use of outside club providers, 86% of children attending a club in just two terms due to COVID • Paid for clubs organised based on pupil voice • Free clubs run to meet the needs of the disadvantaged using SSCO contact time • An increasing number of children are at and above ARE as a result of good to outstanding teaching, planning based on individual needs of the class. • Increased number of SEND children at working ARE due targeted support • Assessments are more robust due to the PE coach taking responsibility. • <u>Total spend this Year - £12,280</u> 	<p>Carryover of funding for next year 2020/2021 \Sports Premium</p> <ul style="list-style-type: none"> • Climbing wall for KS2 Hall – Increase core/upper body strength • PD Year 1 outside area equipment to build core strength. (recovery curriculum PD) • Ropes for both halls, again to build up core/upper body strength – cost for four ropes and fixings - £150 per rope. (Have to be specially made due to the differing heights of hall ceilings) • Sport partnership cost (this will include cover to upskill QTS teacher) • Orienteering/forest school resources and training to provide cross curricular, active learning and equipment throughout the school • Upskilling PE coach through Skern trip in outdoor learning opportunities. Supply required • Swimming catch up for year 5/6 due to COVID – cost of lessons and coach • Cost for providers to facilitate free clubs to develop levels of fitness across the school. • School Games Competitions – cover and travel • Fitness day to be arranged for the Spring term • New health and wellbeing guidelines to be met through PE sessions 	<p>+£5000 +£19680 Balance £24,680</p> <p>£3500</p> <p>£3500</p> <p>£600</p> <p>£4888</p> <p>£2892</p> <p>£1250</p> <p>£1000</p> <p>£2000</p> <p>£2500</p> <p>£50</p>

	<ul style="list-style-type: none"> • CPD needs of new teachers – Dance specialist to come in to work with teachers • Developing PE leaders in Year 5 to work alongside the new Year 6 for next year – PLT support • Teachers CPD • Increased stamina for all children – daily mile across the school. 	<p>£500</p> <p>£2000</p>
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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>	70%
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?	41%
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 – due to COVID as top-up swimming planned for Summer term 2020

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: £19,534 Total spent - £ 12,280		Date Updated: July 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: 22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p><u>Increasing activity and widen opportunities for all children</u></p> <p>More activity during break and lunch times, especially for KS2</p> <p>Increased level of disadvantaged attending a sports club</p> <p>Increased number of children across KS1 and KS2 to attend a club</p>	<p>Two free after school clubs paid for with sports premium and 16 free clubs offered over two terms, provided by teachers.</p> <p>Assessment of inactivity across the school to determine who will attend.</p> <p>Subsidies for clubs (one term's club per year) for disadvantaged children.</p>	<p>Clubs - £700</p> <p>(2x after school clubs at £50 over 18 weeks)</p>	<p>Increased participation in clubs: 76% of children in Y1-6 attended at least one club. 79% of disadvantaged children attended a club over the two terms and 75% of SEND. 16 free after school clubs have been offered over two terms, alongside 8 paid. This is an increase of free clubs on last year, where we offered 10.</p> <p>Sports Leaders worked with an increasing number of children at playtime, teaching games to keep children active. 15% of KS2 children were involved as a sports leader and all KS2 children were given access to leadership through PE sessions.</p>	<ul style="list-style-type: none"> • Lunchtime clubs to be run by sports leaders trained this year • Offer more free clubs than paid again next year through support from teachers • KS2 climbing wall to be purchased to develop upper body strength and agility – in line with Literacy targets 	

Equipment to be replenished to meet the needs of PE lessons, school run clubs and break times	Equipment for school run clubs and Sports Leaders playground activities.	£1785 equipment	PE coverage of sports has increased to include, tag rugby and dodgeball. Sports kit with the school name on it, to support competitive intra competitions.	<ul style="list-style-type: none"> Sports leaders will lead activities within their own bubbles Outside active learning to be continued when schools return to full capacity Daily mile to be included into every year groups timetable Gross motor outdoor learning for Year 1 Maintain high level of equipment to allow for quarantined equipment
COVID Outbreak	Identify and target those children who are least active in a physical activity that includes pupil consultation			
<ul style="list-style-type: none"> Physical and mental health of children to be supported 	Risk assessment of all PE equipment and pupil voice for sports that children would like to learn.	£338.75	All children have received two weekly sessions of PE, daily mile has been done by every class, the Forest School is being used at least once a week by each class.	
	Class PE equipment obtained due to COVID	£0		
	PE sessions to continue using distancing guidelines			
	Increased use of forest school area for outdoor physical learning			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

3%

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	<i>Sustainability and suggested next steps:</i>														
Achievement of pupils			<table border="1"> <tr> <td>ARE End of Summer 2019</td> <td>ARE End of Spring 2020</td> </tr> <tr> <td>Rec 91%</td> <td>Year 1 97%</td> </tr> <tr> <td>Year 1 91%</td> <td>Year 2 91%</td> </tr> <tr> <td>Year 2 96%</td> <td>Year 3 96%</td> </tr> <tr> <td>Year 3 92%</td> <td>Year 4 96%</td> </tr> <tr> <td>Year 4 94%</td> <td>Year 5 96%</td> </tr> <tr> <td>Year 5 97%</td> <td>Year 6 97%</td> </tr> </table>	ARE End of Summer 2019	ARE End of Spring 2020	Rec 91%	Year 1 97%	Year 1 91%	Year 2 91%	Year 2 96%	Year 3 96%	Year 3 92%	Year 4 96%	Year 4 94%	Year 5 96%	Year 5 97%	Year 6 97%	<ul style="list-style-type: none"> Termly assessments to continue to be completed by PE coach and then analysed by subject leader and next steps identified. Key priorities arising from assessments to be fed into action plan Focus next year on boys Year 2, more children
ARE End of Summer 2019	ARE End of Spring 2020																	
Rec 91%	Year 1 97%																	
Year 1 91%	Year 2 91%																	
Year 2 96%	Year 3 96%																	
Year 3 92%	Year 4 96%																	
Year 4 94%	Year 5 96%																	
Year 5 97%	Year 6 97%																	
<ul style="list-style-type: none"> Assessment for learning is used by all staff in PE There is a sound assessment process which staff are confident to use that accurately assesses pupil's progress Progress in PE is monitored and provision is provided to raise standards where needed Pupil's progress is fully reported to 	<ul style="list-style-type: none"> I-Pad bought for PE sessions. Pupils to use it to record and play back for assessment. Key focus on Year 2 Boys and SEND after analysing the data. Use the assessment tool to support staff in planning lessons that ensure 	£350																

<p>parents and careers.</p> <ul style="list-style-type: none"> • The majority of pupils make good progress 	<p>progress is being made with all pupils</p> <p>Assessment for greater depth in PE</p>		<p>Progression of skills due to this being used across the school, with adaptations where necessary.</p> <ul style="list-style-type: none"> • Supported teachers in supporting SEND and disadvantaged. <ul style="list-style-type: none"> • 88% DVP are working at ARE compared to 87% last year. 	<p>working at exceeding and Year 1 – whole cohort due to COVID</p> <ul style="list-style-type: none"> • Increase the proportion of children working above ARE
<p>Assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in assemblies. Notice board refreshed to show school achievements in PE Monthly sports report in the newsletter to raise the profile of PE and Sport for all visitors and parents</p>	<p>Sporting achievements celebrated in assembly (match results + notable achievements in lessons etc.).</p> <p>Social media to be used to promote attendance and success in PE activities inside and outside school</p>	<p>Free</p>	<p>Sports council supporting PE assemblies</p> <p>Children reporting on their achievements</p> <p>Social media has been well received by parents in informing them of Commonswood PE success and events</p> <p>Pupils are very proud to be involved in assemblies/photos in newsletter, website, notice boards etc. which is impacting on confidence and self-esteem. There are extra pupils attending clubs in the community which is complimenting activities in school and in the curriculum. Increased self-esteem/confidence is having an impact on learning across the</p>	<ul style="list-style-type: none"> • The SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued. • Social media to be continued as a way to promote PE • This will continue through the newsletters, celebration boards and class assemblies. • This will be sustained through class run clubs to maintain bubbles.

			<p>curriculum.</p> <p>The school's achievements in sports has been celebrated in the Sports Partnership publications.</p> <p>The school was awarded for their contribution to school sports by the Sports Partnership.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Supporting teachers' physical literacy (the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life).</p> <p>Planning to be progressive and offer inclusion across all genres taught</p> <p>Supporting teachers to use the new planning format</p> <p>Develop leadership skills of staff</p>	<p>Chance to shine cricket CPD and team teaching for all years across the KS1 and KS2.</p> <p>Local school partnership coach used to support during lessons to target and develop skills</p> <p>PE coach to attend level 6 leadership in PE award</p>	<p>£0</p> <p>SSCO cost –£4888</p> <p>£450</p>	<p>Staff feedback on training has shown this has had a positive impact</p> <p>Staff CPD tailored to baseline staff survey of needs</p> <p>Cricket skills are now being used to form PE lessons and children are using the games learnt during lunchtimes</p>	<ul style="list-style-type: none"> • Sustained as staff are upskilled to deliver cricket • Sustained through upskilling of Sports Coach at Level 6. • Project to deliver high quality Outdoor and Adventure activities across the school making the use of extensive school grounds
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>Greater attendance in School games events</p>	<p>School Sport Co-ordinator (SSCO) – secondary school games partnership link</p> <p>Coach to take whole class groups to competitions</p>	<p>£4888 – cost already added above</p> <p>£450</p>	<p>20 Competitions entered during Autumn and Spring term: These included Boccia, karate, table tennis and a focus on Tag rugby. Compared to last years three term total of 16 events</p> <p>70% of all KS2 have represented</p>	<ul style="list-style-type: none"> • More accountability from SSCO • Subject lead to continue to make links with external clubs and provide taster sessions for children. Direct

	Supply costs for PE coach	£1,800 (20 sessions at £90) TA costs 4X£38 £152	the school in off-site competitions. Both Year 3 and Year 5 attended a Fun run, where the whole of the year group ran.	through pathways to clubs
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The range of extracurricular opportunities is increased and included those requested by pupils <ul style="list-style-type: none"> • The extracurricular opportunities include those for our SEND pupils which responds to their wants and needs • Engagement and enjoyment at lunch and break times increases • Pupils activity at lunch and break times increased • PE physical activity and school sport have a high profile and are celebrated across the life of the school 	Audit, plan and develop before school, lunch and after school activities, using volunteers, staff and coaches, as well as young leaders <ul style="list-style-type: none"> • Develop and implement a young sports leaders program – at least 10% of KS2 • Training for LSA from SSCO • Increase the number of extracurricular opportunities/clubs through use of SSCO 	Funds already shown above	Participation in clubs: 86% of children in Y1-6 attended at least one club compared to last year for both terms at 65%. This is due to only offering clubs for two terms 79% of disadvantaged pupils have attended a club in the autumn and spring terms and 75% SEND. A further 15 children had been targeted to attend a summer term club. But due to COVID, this did not happen. This would have made a total of 83% disadvantaged to have attended a club.	<ul style="list-style-type: none"> • Continued use of the SSCO to run lunchtime and after school clubs • To maintain/increase the levels of attendance in clubs across the school • Clubs feed into competitions for school games

<ul style="list-style-type: none"> • At least 35% of young people represent their school • At least 20 % of young people are part of community clubs that the school has links to • All talented students are signposted to appropriate sports clubs or other pathways • Pupils recognise the wider benefits of participating in sport and consider it an important part of their development • The extra-curricular sport provision is of high quality and delivered safely by school staff 			<p>Percentage of children representing our school, this year is in both competitive and non-competitive sports outside of school – 70% across KS2. This is an increase on 62% for the whole of last academic year</p> <p>All KS2 and KS1 children have been involved in intra-competition. This has been led by the sports coach during teaching time and via sports leaders at lunchtimes</p> <p>We currently have outside club links in football, badminton, cricket and tennis. We many children from our schools attending their clubs.</p>	<ul style="list-style-type: none"> • More links to be made with local clubs • Talented pupils encouraged to develop their skills through school links • More opportunities for disadvantaged and SEND pupils
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Signed off by	
Head Teacher:	G D Seymour
Date:	5.10.20
Subject Leader:	Y Scott
Date:	5.10.20
Governor:	J Noakes
Date:	5.10.20