



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:
<p>All classes across school achieving 30 mins active per day using fitness first tracking system daily by staff.</p> <p>Daily Mile is part of our core offer undertaken regularly through school.</p> <p>Gold School Games Award winner 2 consecutive years.</p> <p>Regular active after school provision provided based on children's feedback</p> <p>Active awards added to celebration assembly</p> <p>Cultural shift to active school by teaching team.</p> <p>Increased participation and representation in community events by ks2.</p>	<p>Support and focus on EYFS physical development.</p> <p>Achieve School Games award Gold to enable longer term goal of platinum school games</p> <p>Enhance curriculum offer by investing in dance support</p> <p>Lead to complete NPQSL to continue to support journey to 30 mins active school.</p> <p>Increase Community Partners to include dance.</p> <p>On Finalisation of NPQSL staff meeting to share impact and findings.</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	29%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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: £19,380	Date Updated:	
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:
				%
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:
Children to engage in daily mile at least 3 times a week	Staff and children are committed to the daily mile and make time for this in the weekly curriculum.	£0	Using fitness first tracker we have monitored the impact of this. A 2yr NPQSL project for focus has resulted in all children	This is 100 % sustainable and the 2 nd year of running. Staff are committed.
Increase participation of least active pupils through playtime active challenge.	Staff member allocated to support children in the challenge. Children suggest weekly challenge and are rewarded with medal at weekly special assembly.	£2000	Participation of children is now monitored through fitness first tracker. We are now ensuring different children are being targeted who don't usually engage.	This is a sustainable activity however it may be that support staff in bubbles need to take this on if COVID regulations are still applicable. Cost would not occur in this approach.
Resources purchased for ks1 and ks2	Audit existing provision for gaps Email staff requests for equipment Review children's needs via audit	£1620	New bikes in ks1 have increased purposeful activity. Lunchtime staff using new equipment to support games at playtime.	Core equipment such as bikes should last some time perishable equipment will need topping up

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:
Our school is committed now to the daily mile this is an integral part of our weekly curriculum	Ensure teachers are ensuring time in the curriculum to access playgrounds in bubbles		Pupils know the expectations and often ask for this.	Commitment of teaching staff
Rotherham Utd Primary stars offer	Stadium visit for stand up against Racism for Y5. Primary stars literacy for y1 & 2	£800 & £300 coach	Promoting literacy and diversity links for 3 year groups	This did not go ahead due to COVID 19.
EIS day KS1 & KS2 via Wingfield School support	G. Nichols to liase with S Bentham to book in key dates for both key stages and coaches.	£1500	These visit allow children to experience sports in a top facility raising aspirations	To be considered when part of the CCAT as to whether to continue. (did not go ahead in March due to COVID-19)

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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:
Create PE Scheme	MW to ensure renewal goes ahead and all new staff have login and training.	£395	Staff are using this confidently and all children benefit from the holistic approach of the scheme.	Renewal fee is for online platform but lessons are available on memory sticks should we not be able to continue to fund this annual fee.
Imoves Dance	MW to offer free trial to staff to see if this is useful . If so purchase full package and book in staff training,	£295	More active bursts available for inside play. Topic linked dance lessons for all key stages including foundation.	Renewal fee at agreement of SLT and audit to see if staff use this and want to renew it.
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 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:

Additional achievements:				
Additional after school provision based on audit of children's needs and wishes. Target at least active year groups.	After school football club KS2 staff	£535	60 ks1 children accessed football 15 ks1 children accessed dance 14 ks2 accessed additional.	This is seen as an enhancement to core provision in school and would only be continued if funding allowed and audit showed need. We are trying to link children in to existing clubs.
Chance to Shine Cricket	GNS local football coaching x 3 courses. Assembly to promote local cricket clubs Chance to shine program MW to coordinate to train TA's and PE Lead	£150 course £400 materials	Trains staff to then possibly offer cricket as a summer after school club in future for ks2 children	Sustainable as long as staff are maintained. (Did not go ahead due to covid 19)

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:
Children to be linked into Wingfield community events and participate in increased football events delivered by Rotherham Utd	<p>All teachers to sign up to support a sport event. Year groups applicable to be taught skills in PE lessons running up to event</p> <p>TAs who run after school football to train and support children in accessing intra-school football events</p> <p>MW to liase with admin to ensure mini bus is booked and available for events</p>	£600 mini bus and staff cover	<p>Raise the profile of Redscope school children as a school who competes rather than attending to make up numbers for events.</p> <p>Numbers in participation increases and chance to shine cricket program adds to the number events in which we can compete.</p>	This is sustainable as long as the minibus is available and staff are prepared to give up time to support.

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

Date:	
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