

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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:
Introduction of 'Get Active Breaks' into daily school timetable.	Create a curriculum and lesson structure that can be easily accessed by staff no matter their level of experience.

Meeting national curriculum requirements for swimming and water safety.	
**Due to COVID 19 school closure our current Y6 have not been able to complete a further 6 week block of school swimming, this is data is from them leaving year 5.	
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.	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
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: £17,700		Date Updated: 28.04.2020	
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: 17%
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 :
Provide opportunities for all children to be active during the extended school day. Pupils to know that they need to be active for 30 minutes a day and why this is important to a healthy lifestyle. Increase the number of children engaged in physical activity throughout the day in comparison to 2018 – 2019 academic year.	Midday supervisor to support play leaders to run activities on KS1 and KS2 playgrounds. Interventions to support bottom 20% to rapidly make progress towards achieving the expected standard of their year group. Equipment to support the running of play leader activities and the active playground. 'Get Active Breaks' to be completed throughout the school day. Purchase a portable speaker to provide a fun exercise class on Friday lunch times (Fun Fit Fridays).	£2,277 Run by PE specialist. £400 Ongoing – free resources. £250	Activity rates to be based lined from active lives questionnaire data. Intervention participants tracked, knowledge and skills assessment sheets to be used to show progress. Pupil voice to be used to show effectiveness of break time and in class 'Get Active Breaks'.	Get Active breaks are now a regular part of the timetable in classes from year 1 – 6. This has been sustained during distance learning by providing children with access to different activities and encouraging at least 30 minutes activity a day. Current year 5 children will be able to support training of play leaders at the start of the academic year. Next steps – identify specific children who do not achieve 30 minutes daily exercise and plan activities and interventions with their involvement.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
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 :
<p>Pupils to know that learning and progress in PE has equal importance and weighting to that in other foundation subjects.</p> <p>Pupils to know and understand core and wider knowledge and acquire skills in each aspect of PE taught in each class.</p> <p>Pupils' attainment and progress to be planned for by staff to ensure coverage and progression in readiness for the next stage of education between classes and key stages.</p> <p>Pupils' aspirations towards leadership and future careers to be raised.</p>	<p>Development of a knowledge based curriculum (an aspect of the SDP 2019-2020) focus on equal provision for all curriculum areas. Developing PE in line with other foundation subjects.</p> <p>Create unit overviews (assessment grids) for all classes for PE for pupil self-assessment and teacher assessment.</p> <p>PE lead to create progression grid for PE for all year groups 1-6 to inform teacher's planning to ensure learning builds on prior learning and is progressive.</p> <p>Implement a School Games Organising Crew with young leaders from year 5 who help to lead competitions, interventions and</p>	<p>£2,230 to finance time for PE lead to complete these actions.</p>	<p>Knowledge webs in pupils books evidence pupil voice in acquisition of knowledge in PE lessons.</p> <p>Pupils' can talk about their learning in PE.</p> <p>Pupils have greater coverage of the PE curriculum and skill development is age appropriate and progressive building on prior learning. (SLT monitoring evidence)</p> <p>Pupils are able to discuss the sports that they have enjoyed playing the most and about sportsmen and women that inspire them. Children were particularly engaged with the sports stars that lived in the local</p>	<p>The profile of PE will be sustainable through continuous monitoring by the PE lead and CPD for any new staff. PE as a subject is given as much importance as other foundation subjects and the assessment of PE inclusion in topic books will continued. The school's PE curriculum ensures coverage of all areas of the National Curriculum whilst being progressive and building on prior knowledge. The PE Values Posters of the games are now a part of all lessons and are visible around classrooms and school.</p> <p>Next Steps: Recognise the achievements of children in line with the values of sport (not</p>

	<p>show the qualities needed to be a good leader.</p> <p>Integrate the values of the games into all PE lessons and across school to raise profile of soft skills e.g. teamwork.</p> <p>Introduce 'Famous Faces' display as part of PE displays to show children athletes that have been high achievers in the different units that are taught. Ensure that the diversity of the backgrounds of our children are reflected where possible, challenge gender stereo types and highlight athletes that have local links.</p>		<p>area.</p> <p>Pupils to believe that they can be a sporting success if they put in the training and hard work.</p>	<p>just achievement) through regular certificate presentations and incentives.</p> <p>Run an inclusive sport week to raise the profile of disability sport and the Paralympics.</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%
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:
<p>To have a consistent whole school approach to all PE lessons that ensures progress for all, giving all teachers the confidence to deliver our curriculum to a high standard.</p> <p>Pupils can talk about their learning in PE.</p> <p>Pupils have greater coverage of the PE curriculum and skill development is age appropriate and progressive building on prior learning.</p>	<p>Introduce a whole school approach to assessment in PE in line with the other foundation subjects. Introduce a lesson structure to be used across all year groups.</p> <p>Support class teachers through PE specialist teaching example lessons.</p> <p>Plan progressive knowledge and skills for all PE lessons to ensure building upon prior knowledge and skills (Years 1-6).</p> <p>PE lead to teach to PE in FS2 weekly as CPD for EYFS teaching assistants.</p> <p>Planning for children to learn key vocabulary to support their learning in line with the schools vocabulary rich curriculum approach.</p> <p>Develop a bank of PE display resources to increase the profile of PE within each classroom and across the school.</p> <p>Updating the PE policy to reflect the changes introduced.</p> <p>Deliver staff meeting around PE.</p>	<p>£4,760 to finance time for PE lead to complete these actions.</p>	<p>Staff to be confident in delivering the whole curriculum, staff questionnaires and curriculum review documents used to baseline prior knowledge and confidence in teaching PE.</p> <p>Pupil voice pre and post implementation of structure.</p>	<p>Staff now have a comprehensive PE curriculum designed with progressive knowledge and skills as well as a lesson structure to focus learning that pupils will be familiar with as they move through the school.</p> <p>Next Steps: Identify areas of weakness in PE teaching across (e.g. dance) and arrange for after school CPD taught by a subject specialist.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 14%
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:
<p>To ensure all children are exposed to a wide range of physical activities and sports, allowing all children an opportunity to discover their talents and passions.</p> <p>Pupils to know what sports and physical activities they like and which they are good at.</p> <p>Pupils to know of local clubs and facilities that they can access.</p>	<p>Design a curriculum overview that allows for a variety of experiences throughout a child's time at the school.</p> <p>Attend CPD from NFL UK and complete online training to be able to deliver a new sport within school.</p> <p>Liase with after school club provider to ensure a variety of sports are taught.</p> <p>Promote after school clubs to all pupils through assemblies and links to school teams.</p> <p>Equipment to further increase sports on offer in PE lessons.</p>	<p>£2,230 to finance time for PE lead to complete these actions.</p> <p>£250</p>	<p>Pupil registers from after school clubs provided within the school setting have shown increased participation.</p>	<p>St. Patrick's will continue to deliver a wide range of sporting activities in curriculum time and after school. This is coordinated by the PE lead in conjunction with local providers, other schools within the CMAT and Rushcliffe School Sports programme.</p> <p>Next Steps: Work with local agencies and clubs to raise awareness of local clubs and sporting opportunities.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				29%
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 nurture the talents of our children to compete at a variety of levels within school, against other schools and in the local community. Pupils to have a positive experience of competition at a suitable level.	Run a programme of inclusive intra school 'House Competitions' across a variety of sports during lunch times (run by school specialist). Take an active part in the inter schools Rushcliffe School Sports Partnership programme of events. Provide training sessions to teams that will represent school to ensure children have a positive experience of competition.	£2,230 to finance time for PE lead to lead in school competition. £2,230 to finance time for PE lead to out of school competition. £750 Rushcliffe School Sports Partnership.	Track all pupils involved within house competitions. Before School closed due to COVID 19 90% of year 5 and 6 had or were schedule to take part in after school competitions.	St. Patrick's will continue to be an active member of the Rushcliffe School Sports programme and other local competitions. House competitions have been popular and further competitions will be added to the next academic year. Next Steps: Teachers to identify talented children to the PE lead to support further competitive opportunities both in and out of school.

Signed off by	
Head Teacher:	T. Lane
Date:	28.04.2020
Subject Leader:	G. Slight
Date:	28.04.2020