

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: |
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| <ul style="list-style-type: none"> The use of external Sports providers to promote participation in different sports including squash and cricket. This was particularly beneficial for the girls uptake of participation in sport, including competitive sports. Use of an external sports specialist to teach PE across different year groups. This raised the standards of PE teaching, as well as fine and gross motor skills. New football and basket ball nets were purchased and installed on the playground. This increased participation for all children at lunchtimes and break times and after school. | <ul style="list-style-type: none"> To increase the provision for children with SEND including motor skill development – body boarding, bench work and fine motor skills. To increase daily physical activity at key times throughout the day and across all year groups. Outdoor gym equipment needs flooring on the field. As a school, we aim to achieve the Bronze Mark Award |

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| Meeting national curriculum requirements for swimming and water safety. | | April 2021 |
| 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. | 84% | 88% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 71% | 88% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 81% | 88% |
| 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 Because of COVID-19, we were not able to offer additional sessions due to leisure centre closures. | |

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: £18,000 | Date Updated: March 2020 | |
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| 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: |
| | | | | 55% |
| 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: |
| <ul style="list-style-type: none"> We want our pupils to know that they need at least 30 minutes physical activity a day to be healthy. Our children will be able to sustain 30 minutes of physical activity a day. Raise funds for a specific Daily Mile Track. Lunchtime football training to help pupils practice different skills ready for match days – | <ul style="list-style-type: none"> We would like to open up the field to the daily mile each morning before school for children and families. Employ a Sports Apprentice to lead daily physical activity at break times and lunch times. | Total - £10,000 | <ul style="list-style-type: none"> Our children understand that they need 30 minutes physical activity each day, and our apprentice constantly reminds our children of this. We employed the apprentice from February 2020. Because of COVID-19 and school closure, we were unable to start the daily mile. | <ul style="list-style-type: none"> We will continue to employ our apprentice to support children's daily physical activity. We will continue to submit bids to subsidised funding an official daily mile track instead of children just walking around the field. |

| <p>did not happen due to COVID</p> <ul style="list-style-type: none"> Balance bike training for Foundation Stage pupils to develop confidence, balance and co-ordination 30 pupils in Years 3 and 4 complete the Level 1 Bikeability course – cancelled due to COVID 24 pupils in Year 5 complete the Level 1 and 2 Bikeability course | <ul style="list-style-type: none"> Pupils to take part in balance bike day to learn how to use the bikes Course is booked for the next academic year Course is booked for the next academic year | <p>£256-00</p> <p>FREE</p> <p>FREE</p> | <ul style="list-style-type: none"> All FS pupils can use a balance bike effectively Pupils learn how to ride their bikes safely during the 2 hour session Pupils learn how to ride their bikes safely during the 2 hour off road session and the 3 x 2 hours on-road sessions | <ul style="list-style-type: none"> FS pupils are able to use the balance bikes properly and staff are able to teach future pupils Pupils achieve the level 1 certificate Pupils achieve the Level 1 and 2 combined course Pupil voice and staff interviews to gather views on the activities which are planned – did not happen due to COVID restrictions |
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| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | | | | <p>Percentage of total allocation:</p> <p>11%</p> |
| Intent | Implementation | | Impact | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |

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| <ul style="list-style-type: none"> We want our children to be taught regular timetabled PE curriculum sessions. Children will know about all aspects of the PE curriculum. | <ul style="list-style-type: none"> Children have timetabled weekly PE sessions and our Year 5 and 6 children have external specialist sports instruction for Games. Our Year 3 and 4 children alternate attending swimming for 18 weeks each. | Total - £2,000 | <ul style="list-style-type: none"> The quality provision of the PE curriculum is raising standards in children's well-being, health and confidence. | <p>Year 3 had 3 weeks of swimming before COVID restrictions. In September when they moved into Year 4 they had 12 weeks of the 18 weeks allotted to them.</p> |
| <ul style="list-style-type: none"> Friday achievement assembly shares the weeks sporting news (competitions, match results, outside sporting achievements) | <ul style="list-style-type: none"> Ensures the importance of PE across the school and encourages all pupils to aspire to get involved | FREE | <ul style="list-style-type: none"> Children's achievements in PE and Sport are displayed in school. | <p>School games funding to begin to allow pupils to take part in organised events – did not happen due to COVID restrictions</p> |
| <ul style="list-style-type: none"> Encouragement for School Games Days (Sports Day) – each child to receive praise and a sticker (1st, 2nd, 3rd and Well Done) | <ul style="list-style-type: none"> All pupils are encouraged and praised for trying their best. | £40.00 | <ul style="list-style-type: none"> All pupils feel loved, valued and challenged and recognised for their successes. | <p>No Sports Day due to COVID restrictions</p> |
| <ul style="list-style-type: none"> Yearly audit of resources and make sure pupils have access to high quality equipment | <ul style="list-style-type: none"> Good quality equipment encourages pupils to look after it | TBC | <ul style="list-style-type: none"> Pupils treat the equipment with respect and can recognise the value to having new, high-quality resources. | <p>PE equipment is audited termly and replaced or restocked when necessary.</p> |
| <ul style="list-style-type: none"> Sportsafe UK Ltd to check and ensure all resources used are of high-quality and meet the highest of safety standards | <ul style="list-style-type: none"> All equipment is fully safe for pupils to use | £400 | <ul style="list-style-type: none"> All equipment is safe to use and is checked by Sportsafe UK Ltd and replaced if necessary | <p>Equipment check annually and funding to be adapted when necessary to replace or repair equipment.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 11% |
| 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: |
| <ul style="list-style-type: none"> Provide existing staff with training or resources to help them teach PE and sport more effectively. To ensure staff are suitable trained and supported to deliver quality PE sessions. | <ul style="list-style-type: none"> Access any relevant staff CPD for PE. Use of Premier Education to support the teaching of gymnastics and up-skill teachers. | Total - £2,000 | <ul style="list-style-type: none"> Staff are able to lead successful sessions with confidence in all areas of the PE curriculum. | <ul style="list-style-type: none"> Continue to liaise with Premier Education and The School Games partnership to access any relevant CPD for staff. Did not happen due to COVID restrictions |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 6% |
| 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: <ul style="list-style-type: none"> We want our children to know about a range of different sports and experience learning about these throughout each year group across the school. | <ul style="list-style-type: none"> Outside providers for cricket and squash have been arranged. This allows us to sign post children to local clubs and experience their experience of a range of sports. | Total - £1,000 | <ul style="list-style-type: none"> School celebrate and encourage children's participation in out of school physical activities at the weekly achievement assembly. This has included horse riding, ice skating, dance, gymnastics, swimming and rookie life | <ul style="list-style-type: none"> Year 3 and 4 attend orienteering festivals. Liaise with external provider to have a specialist gymnastics teacher support this area of PE curriculum. Did not happen due to COVID restrictions |

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| <ul style="list-style-type: none"> A coach from Hucknall Squash Club provides 6 x 1hour sessions for pupils in Years 3 and 4 | <ul style="list-style-type: none"> Our Year 5 children attend PGL to experience outdoor and adventurous activities. KS2 pupils to take part in schools swimming gala. Children in Year 3 and 4 take part in squash festival | £300 | <p>savers, running and karate.</p> <ul style="list-style-type: none"> Pupils represent the school at a squash festival | <p>Did not happen due to COVID restrictions</p> <p>Did not happen due to COVID restrictions</p> <p>Squash coaching takes place every year for pupils in Years 3 and 4 Did not happen due to COVID restrictions</p> <ul style="list-style-type: none"> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 17% |

| Intent | Implementation | | Impact | |
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| 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: Total - £3,000 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Ashfield District School Sports Network – cost is delivered towards School Games Organiser and this enables more competitions to be attended targeting a wider range of pupils Football affiliation Fee to the Kirkby and District Football League to ensure the school | <ul style="list-style-type: none"> School select appropriate sporting events locally that our children can participate in through The School Games partnership. School football teams to take part in league matches and tournaments | <p>£750</p> <p>£50</p> | <ul style="list-style-type: none"> This will encourage our children to take part in local sporting clubs. An increased amount of pupils from Holy Cross are taking part in sporting events locally. The various teams have experienced high quality | <ul style="list-style-type: none"> Begin to access the network to ensure increased participation in competitive sports against other schools The school will work towards The School Games Bronze Award Continue to pay the affiliation fee to be |

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| <p>football teams take part in competitive matches in the league and associated tournaments</p> <ul style="list-style-type: none"> To access Chance to Shine Cricket coaching and Cricket in the Community coaching | <ul style="list-style-type: none"> Chance to Shine coaching from Nottinghamshire County Cricket Club for Years 1 and 2 Cricket in the community coaching from Kirkby Portland Cricket Club for Years 3 and 4 | <p>FREE</p> <p>£250</p> | <p>participation in competitive matches.</p> <ul style="list-style-type: none"> Year 4, 5 and 6 take part in Kwik cricket competitions. | <p>included in the competitive fixtures</p> <ul style="list-style-type: none"> Continue to access these coaching sessions <p>None of the above took place due to COVID restrictions</p> |
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| Signed off by | |
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| Subject Leader: | Arlene Hudson |
| Date: | 02/02/2021 |
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