



# 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](http://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 **31<sup>st</sup> 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 children participate in high quality PE lessons delivered by confident teachers. Teaching of PE lessons is more inclusive, ensuring that activities are differentiated to provide the appropriate level of challenge and learning opportunities for all children involved.</p> <p>Children have access to a broad range of sports both within the curriculum and extra-curricular provision of clubs. On average, 82 children attended a variety of extra-curricular sport clubs each week in the 2018-19 academic year.</p> <p>Children are engaged in PE and sport and keen to try new activities. They enjoy representing their school in competitions against other schools and have achieved a number of successes within the competitions. In the 2018-19 academic year a total of 398 children participated in 25 inter-school competitions. The Y4 and Y5 basketball teams enjoyed success, with Y4 progressing to the City Final competition, and the Y5 team progressing to, and winning, the City Final arranged by the Hatters Basketball Club. The Y3/4 hockey team successfully progressed to the South Yorkshire finals. Both the Y5 girls and boys Kwik cricket teams were also successful, progressing to the City finals.</p> <p>Coit achieved the School Games Gold Sports Mark Award for the academic year 2018-2019.</p>	<p>Continue to consider and implement new ways to ensure that all children are active for 30 minutes every day whilst at school e.g. Burn2learn activity resource.</p> <p>Monitor effectiveness of existing schemes of work and make changes, where required, that broaden the range of activities offered and support teachers to deliver high quality lessons.</p> <p>Continue to work with other schools and PE networks to improve the teaching of PE</p> <p>Further improve equipment for children to be active e.g. daily mile track, exercise equipment, playground markings – use some of the large underspend (due to Covid closure) which will be carried forward</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><b>N.B.</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>	93%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	93%

<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No – the parents of the children who could not swim 25m were offered places to attend additional swimming lessons. These were declined due to health reasons.</p>
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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.

<b>Academic Year:</b> 2019/20	<b>Total fund allocated:</b> £17,780 There has been an underspend due to the COVID-19 lockdown and partial school closures. This will be carried forward to the next academic year.	<b>Date Updated:</b> July 2020		
<b>Key indicator 1:</b> 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: 8.5%
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"> <li>Children are physically active at breaks and lunchtimes and have opportunities to participate in coordinated activities</li> </ul>	<ul style="list-style-type: none"> <li>Procurement of Young leader training, and purchase of equipment, for Y5 children to enable them to promote and lead sporting activities at lunchtimes.</li> <li>Appointment of a Lunchtime Play Leader to support Young Leaders in providing targeted activities</li> </ul>	£90 (Val Sabin Positive Play)  £687	8 Y5 children trained as Young Leaders in October 2019 and joined the existing Y6 Young Leaders, providing a team of 21. Between them, they have led activities for KS1 children each lunchtime. They have developed their own games in response to views from the other children, in addition, to using ideas from the Val Sabin Positive Play resource purchased specifically for the Young Leaders. The appointment of a Lunchtime Play Leader has meant that there is greater consistency and regularity in the provision of activity at lunchtimes, which in turn has ensured that as many children as possible have benefitted from the activities.	The Y5 young leaders will be experienced and able to work with newly trained Young Leaders next year. Continue to employ a Lunchtime Play Leader to support the Young Leader team in providing targeted and effective activities.
<ul style="list-style-type: none"> <li>Continued provision of opportunities (chosen in response to pupil voice) for all</li> </ul>	<ul style="list-style-type: none"> <li>Employment of staff to provide administration for Extended Learning</li> </ul>	£200 (linked with KI 4)	On average, 85 children attended a variety of extra-curricular sport clubs	Continue to use pupil voice data to respond to child preferences

<p>children to participate in Extended Learning activities</p> <ul style="list-style-type: none"> <li>Continue to increase participation of least active pupils in Extended Learning Opportunities.</li> <li>Continue to incorporate more opportunities for activity within the school day</li> </ul>	<p>activities</p> <ul style="list-style-type: none"> <li>Subsidised Basketball club</li> <li>Specialist teacher to provide a free of charge 'Change4Life' club each week</li> <li>Allow children to come to school sports clothing on Mondays to facilitate the Monday mile; continue to provide a whole school Wake Up Wednesday session; start or end each assembly with an activity e.g. go noodle.</li> <li>PE Coordinator continue to provide ideas for improving activity e.g. weekly challenges from Imoves, Sheffield Move More initiatives</li> </ul>	<p>£244 (linked with KI 5)</p> <p>£282</p> <p>£0</p>	<p>each week compared to 82 in the previous academic year (see Key Indicator 4 for details on the type of clubs).</p> <p>On average 11 targeted children participated in a weekly 'Change4Life' club compared to 22 in the previous academic year. The number has reduced as many of the previously targeted children now attend other Extended Learning Opportunities and have had the confidence to compete in some Inter-school competitions.</p> <p>A lot of children enjoy and engage with the Wake Up Wednesday sessions as evidenced by feedback from children to the PE Coordinator. However, there are a number of children (with the support of their parents) who deliberately do not.</p> <p>Throughout lockdown the teachers continued to receive regular suggestions from the PE Coordinator on ways to improve activity levels at home which were shared with parents. Parents and children were also invited to participate in a Sheffield City Virtual Sports Day and a Coit Virtual Sports day. Where children were at school, teachers used the associated resources to encourage regular daily activity. Despite a number of actions not being possible due to the Covid school closures, Coit was awarded the School Games Virtual Recognition Certificate and Logo to celebrate our school's engagement with virtual PE, Sport and Physical Activity throughout the summer term.</p>	<p>regarding timing and type of clubs offered to ensure high participation.</p> <p>Reconsider the focus of the 'change4Life' club. Is there a different group of children that would benefit from a club targeted specifically at their requirements e.g. Year 6 where typically the attendance at Extended Learning Opportunities reduces.</p> <p>Continue to consider ways to incorporate more opportunities for activity into the school day. Teachers to regularly gauge interests within their own classes and seek out/target ways to energise and motivate the children to get active. Purchase the Burn2learn resources to enable teachers to make learning more active.</p>
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<p><b>Update on impact of spending in 2018-19</b></p> <ul style="list-style-type: none"> <li>Investment in Playground Equipment and Active Outdoor Provision for Y1 to maximise and broaden opportunities for activity within curriculum time and playtimes.</li> </ul>	<p><b>Update on impact of spending in 2018-19</b></p> <ul style="list-style-type: none"> <li>Procurement of Trim Trail and Active Outdoor Provision for Y1</li> </ul>	<p><b>Update on impact of spending in 2018-19</b></p> <p>£3462 (plus £4515 cf from 2017-18) (linked to K14)</p>	<p><b>Update on impact of spending in 2018-19</b></p> <p>The Trim Trail is much loved by the children and is in constant use during playtimes and lunchtimes. It has offered a variety of challenges to the children and encouraged them to show resilience and determination to achieve independently. In addition to seeing children develop their balancing, footwork, grip and strength we have seen lots of co-operation and supportive encouragement amongst the children.</p>	<p>Consider using the current years underspend on a trim trail for the KS2 yard. Engage the children in the design to ensure maximum usage.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 5.7%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>
<p>To maintain up to date expertise in relation to PE and sport, and ensure that the school continues to improve in this area.</p>	<ul style="list-style-type: none"> <li>Buy into the Arches Sports Partnership and Youth Sport Trust in order to access expert advice</li> <li>PE Co-ordinator to attend Sheffield PE &amp; Sport Conference plus Network meetings with other PE Co-ordinators and specialists.</li> </ul>	<p>£493 (linked with KPI 5)</p> <p>£524</p>	<p>PE Co-ordinator continued to have access to expert advisors and networks with PE specialists within the City. As a consequence she has been in a position to provide ongoing evaluation of the school's strengths and weaknesses in PE and sport and make suitable recommendations for future improvement.</p> <p>As a result of these network meetings, the Coordinator made recommendations to purchase a new scheme of work (Getset4pe), plus new equipment/resources (Speed Stackers, Burn2Learn).</p> <p>Following a demonstration of Getset4PE at a local school, a decision was made</p>	<p>Head teacher and SLT to closely monitor PE action plans and PE Premium spend to ensure that it is aligned with the objectives of the School Improvement Plan.</p> <p>Continue to support opportunities for staff to network with other schools to promote gathering new ideas for best practice.</p>

<p>Children and parents to have a clear understanding of the importance school places on participation in PE, School Sport and sport in general.</p>	<ul style="list-style-type: none"> <li>Celebrate successes in Achievement Assemblies and Newsletters</li> </ul>	<p>£0</p>	<p>to purchase the scheme. The cost and impact associated with Getset4PE is reported in KI3. A class set of speed stackers was purchased and initially used for a Sports Relief event. All children had an opportunity to compete in a number of individual and team challenges whilst raising money for charity. The cost and impact is reported in KI4.</p> <p>Children love bringing in certificates and stories of sporting achievements outside of school. These are celebrated each week in Achievement Assembly, alongside any children that have participated in Inter-school competitions. In addition, these achievements are broadcast to parents in the Weekly Newsletter. Some of the Interschool match reports are written by children who have attended events in the role of 'Sports Reporter'. They particularly enjoy the challenge of getting good 'action shots' on the iPad!</p>	<p>Continue to celebrate successes in Achievement Assembly and Newsletters. Work alongside the EatSmart initiative to access tools to make long term changes to food culture and curriculum to support healthy behaviours, which will in turn support families to healthier lifestyles</p>
<p>To have a clear understanding of pupil activity levels, both in and outside of school, to ensure that spending decisions address areas requiring improvement.</p>	<p>Use of the KOBOCA software system purchased 2018-19 to provide information on physical activity levels of all pupils.</p>	<p>£0</p>	<p>An online survey of all pupils has provided identification of activity levels, preferences for timing and types of clubs plus, details of how children travel to school etc.</p>	<p>Consider whether to purchase in next academic year.</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
Continue to increase teaching staffs' subject knowledge and confidence in teaching PE to ensure children have access to high quality, engaging and progressive physical education	<ul style="list-style-type: none"> <li>Procurement of relevant Schemes of Work to support teacher planning and delivery of high quality PE</li> <li>Train staff to deliver balance ability sessions to children in FS2 in order to promote the riding of bikes without stabilisers</li> </ul>	£905 (linked with KPI 4)	<p>The Real PE Jasmine platform was purchased at the start of the year. This consolidated the existing real PE planning, making it easier for teachers to access and deliver quality PE lessons teaching Fundamental skills (Balance, Agility and Co-ordination). Exemplar videos were used in lessons to scaffold teaching specific skills, enabling children to track their own development in different areas.</p> <p>In addition, the GetSet4pe platform has been purchased and staff have been trained to use the scheme of work. This has provided planning for socially distanced PE which has been a priority in the lockdown period. It has also informed a Whole School PE Curriculum Map which will ensure progression in all aspects of PE from FS2 to Y6, provide an assessment platform and contribute to staff confidence when teaching a variety of PE skills.</p> <p>This training was due to take place at the start of the Summer term therefore this has not happened due to Covid school closure.</p>	<p>The Real PE Jasmine platform requires an annual subscription. Consider options for renewal as the GetSet4pe scheme of work includes planning to teach Fundamental skills. Teachers will use the GetSet4pe platform in 2020-21 and feedback regarding its effectiveness.</p> <p>Audit staff confidence teaching PE in September 2020 (prior to using the scheme) and at the end of the academic year to evaluate the effectiveness.</p> <p>Arrange training when it is safe to do so. Consider ways to provide both top up Balancability sessions for the existing FS2 class and sessions for the new FS2 class in the next academic year.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 7.4%
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:
All children have access to a broad range of sports and activities within the school curriculum which enable them to continue to progressively develop their physical literacy, emotional and thinking skills.	<p>Planning resources to be regularly reviewed and updated to ensure that all teachers are confident to teach a broad curriculum.</p> <p>Resources and equipment to be regularly reviewed, maintained and updated to ensure that all children are provided with a broad curriculum.</p> <ul style="list-style-type: none"> <li>• Purchase of general PE resources</li> <li>• Class set speed stackers</li> <li>• Annual audit of gym equipment</li> </ul> <p>Additional sessions purchased to broaden the range of physical activity that children experience:</p> <ul style="list-style-type: none"> <li>• Y6 Yoga Classes</li> </ul>	<p>(linked with KPI 3)</p> <p>£192 £485 £95</p> <p>£350</p>	<p>Planning and resources available for games, dance, gymnastics, athletics, swimming and Outdoor and Adventurous Activities ensuring that throughout school children participate in a variety of sports and activities within the curriculum. A class set of speed stackers was purchased and initially used for a Sports Relief event. This allowed teachers to see how the resource could be used for future activities whilst giving all children the opportunity to participate in a different type of activity. The children really enjoyed the games and some commented they they would be buying their own set of stackers when they got home.</p>	<p>Existing planning resources and PE equipment to be regularly reviewed and updated to ensure that teachers have access to high quality schemes of work to enable them to deliver a broad and engaging curriculum. Procurement of specialist coaches to train staff in areas where there is a shortfall in experience.</p>
Continue to provide a varied range of sports and activities within clubs both before and after school which are planned in response to pupil voice.	Administration/subsidisation of costs to ensure maximum attendance at clubs.	£200 (linked with KI 1)	Throughout the academic year a variety of extra-curricular clubs have been available before and/or after school on most days of the week. Data on pupil preference, gathered using the KOBOCA system, was used to inform the type of clubs offered. In addition, the PE Coordinator regularly liaises with the Club Administrator and children to evaluate the numbers and effectiveness	Continue to respond to pupil feedback regarding the variety of after-school sport clubs. Consider engagement of Young Leaders/Healthy Lifestyle Champions in provision of extra-curricular clubs.

			<p>of after school provision. Clubs that were unpopular or had low numbers were swapped but those that were popular were renewed. Waiting lists were made to make sure as many children as possible had access to clubs that were over-subscribed. The type of clubs have included: change4life, football, basketball, gymnastics, yoga, foresteers and dance. The average attendance has been 85 (7.6% SEN, 4.7% Pupil Premium) children each week, compared to 82 in the previous academic year.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15.8%
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:
Maximise the opportunities for children to take part in inter-school competitive sport opportunities with the aim of offering all children an opportunity to represent the school in a competition.	<ul style="list-style-type: none"> <li>Buy into the Arches Sports Partnership in order to access their calendar of competitive sport opportunities afforded by the immediate and local area</li> <li>Sheffield Federation of School Sport membership (SFSS)</li> <li>Participation in the National School Games competitions</li> <li>Pooling of funding with other schools to employ a Competition Co-ordinator at The Arches for the Ecclesfield/High Green cluster of schools.</li> <li>Subsidise basketball club</li> <li>Subsidise travel/cover costs to attend competitions</li> <li>Staff costs to supervise competitions</li> <li>Swimming Gala entry fees</li> </ul>	£492 (linked with Key Indicator 2)  £100  £715   £244 (linked with KI 1)  £540  £675 £40	Arches Sports Partnership/SFSS organise a wealth of different competition opportunities. In the 2019-20 academic year a total of 111 children competed in 10 inter-school competitions (14.4% SEN, 10.8% Pupil Premium). These included: basketball, handball, sports hall athletics, football and swimming. Despite being a one-form entry school, places on the teams are often over-subscribed proving that the children enjoy competing and representing the school.  The Y5 basketball team enjoyed success this year progressing to the Arches Final competition.	Continue to buy into the Arches Sports Partnership and pool funding with other schools to employ a cluster Competition Co-ordinator.

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	Laura Wright
Date:	8.7.20
Governor:	
Date:	