

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned




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](#).

Supported by:

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:
<ul style="list-style-type: none"> • School Games Mark – Gold (2019) • PE Lead involved in Swaledale Cluster Meetings • Regular communication/meetings with the Garrison schools • Celebrated individual and team sport performances with some links to sporting clubs in our 'Shout Out' assemblies • Key skills within every aspect of PE have been broken down throughout school to show clear progression • PE action plan • Experience of PE 'Deep Dive' to allow PE to be accessed across school • Tri golf, quidditch and lacrosse introduced to wider the curriculum • A variety of afterschool clubs which relate to the School Games Calendar • New PE equipment to allow the provision of wider opportunities • EYFS have extended their outdoor provision area • CPD opportunities available to staff for Dance, Gymnastics and Games • The use of professional coaches to support the children's development and teacher's knowledge of cricket • Playground Markings to encourage children to participate in physical activity during break/lunch times • Top up swimming sessions available • Beginning to monitor the children who attend the afterschool clubs and their needs (DPP, service children etc) • Children's increased sense of worth of physical activity and sport and pride in the achievements of the school <p>The attributes/qualities developed through PE are now evident in the whole of school life.</p>	<ul style="list-style-type: none"> • To improve pupil's physical activity aiming for 30 active minutes a day. Promotion of more PA to be evident during break and lunch times. • Increase new staffs PE subject knowledge with more CPD opportunities • Continue to offer a wide range of sports • To achieve Sainsbury's Sport Mark Gold Award • To target the less active children

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.

Meeting national curriculum requirements for swimming and water safety.	
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.	71% (the remaining pupils were due to have their catch -up sessions but due to lockdown they never happened.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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?	We would do as a rule but due to Covid this didn't happen this year.

Academic Year: 2019/20	Total fund allocated: £19,520	Date Updated:18/07/2020	
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Key indicator 1: The engagement of all 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:

%

9.44%

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 maintain and improve pupil's physical activity, aiming for 30 minutes of PA per day. Promote activity at break and lunchtime play with extra resources.

Purchase resources (hoops, balls and active playground markings) for break and lunch times. To maintain the use of NY Sport links – just dance, BBC Sport Movers.

£1,856.43

An estimated 75% of pupils took part in weekly challenges and sent in videos/pictures during the lockdown period as evidenced on Seesaw activities/Covidcam. Physical activity was a priority during lockdown and 2 hours a week of PA was still being provided via Seesaw. Children took part in the primary PE challenges.

To ensure PA is evident on all class timetables. Promotion of being 'fit' and 'healthy' to be modelled by all staff members. To ensure Le Cateau and its staff members are kept up to date with key announcements. Skip2beFit allocated for 2021 – personal best charts to be put up in every classroom to promote PA.

To integrate physical activity in other subject areas.

Extend there are a variety of activities on offer during a

Play Leaders running activities across KS1 and 2.

Recap the '30 things for 30 active minutes' document and recap – also important

<p>Increase the opportunities for children to be active during nonstructured out of school time.</p>	<p>playtime – consult Play Leader – Edie.</p> <p>To ensure active breaks are part of school routine to increase activity and concentration as supported by research.</p> <p>Extended School Provision – improve integration between Forces and Civilian families during holidays using facilities installed last year (Military Kids Club). Aim to run a club 1 x month.</p>		<p>Children more engaged/ready to learn and feel not only physically, but mentally ready for the day ahead.</p> <p>COVID-19 prevented Easter clubs from running.</p>	<p>due to new staff in school.</p> <p>Focus on the characteristics we want to see from children on their return to school.</p> <p>Summer holiday club to continue to support key worker children through the holidays.</p>
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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	23.96%
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:
Pupils see PE as an integral part of their lives and understand the value of it both at school and home.	<p>Enter more competitions allowing for more children to be involved.</p> <p>Celebrate ALL achievements in weekly 'Shout Out' assembly (including those from out of school sports).</p> <p>During lockdown children provided with virtual challenges to complete (weekly).</p>	£4,676.65	2019 – ____ of key stage 2 took part in competitive sport against other schools. Children given regular physical activities to complete during 'lockdown'.	<p>Aim to improve the levels next year.</p> <p>Add more in to school assemblies to celebrate what children are doing – improve mental and physical well-being.</p> <p>Develop school 'Sports Council' to organise and promote activities across the school.</p>

<p>Providing staff with well resourced planning.</p> <p>Upskilling staff members.</p> <p>Transferring of school values to link with PE such as co-operation, resilience.</p>	<p>Active breaks throughout the day.</p> <p>Staff feedback, questionnaire.</p> <p>Team teaching with specialist PE teacher to upskill staff members.</p> <p>Develop the teaching of the skills of resilience, communication, initiative, leadership and organisation - through Primary Edge planning– putting PE, sport and activity at the forefront of children’s minds.</p> <p>Clear links between PE and other curriculum subjects – Active Maths Day.</p> <p>The school vision and philosophy linked to PE and sport to be developed. All children, parents and governors</p>		<p>PE Deep dive was successful and teachers feel competent and confident in the planning provided.</p> <p>Staff feeling more confident in their delivery of PE and ensure it is high quality.</p> <p>Ongoing before lockdown and will continue on the children’s return to school.</p>	<p>Re-launch active breaks.</p> <p>To look further into the Action Plan.</p> <p>Ensure new staff have been thought about in this process.</p>
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<p>To support children to unlock their potential through the power of PE, purposeful enrichment and positive wellbeing.</p> <p>To allow physical activity clubs to continue through to the winter months with access to appropriate and safe facilities.</p>	<p>to be involved. Introduction of PE awards.</p> <p>Actions to CPD opportunities and resources to support the teachers.</p> <p>Access to proper lightening on darker winter months.</p>		<p>Teachers now have a platform they can access to support planning. Clear thread of progression in planning.</p> <p>Assessment and design has been carried out but lighting to be carried forwards from other budget.</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:
				%
Intent	Implementation		Impact	1.99%
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:
Develop the teaching of PE across the school so that children are confident and competent learners. Staff to work with sports coaches and PE specialist trainees to become up-skilled so that the learning of children is impacted upon.	<p>Teacher confidence and skills questionnaire to baseline and measure progress of actions.</p> <p>Use expert sports coach to guide teachers in teaching high quality lessons.</p> <p>Ensure staff work with sports coach and observe best practice.</p> <p>Staff meeting allocated to PE</p>	£389.00	<p>Children comment on the quality of their PE lessons with the sports coaches and the skills their teacher is demonstrating without the coach. Demonstrates impact on the skills and confidence of the staff members.</p> <p>Staff members feel more confident in taking a lesson they wouldn't usually.</p> <p>Provided staff members to discuss ideas and planning in</p>	<p>Continue to build on teacher skills and confidence next year in the same way. Focus on staff who require further CPD due to COVID-19 impact.</p> <p>Allocate as many staff as possible to the PE courses organised through the YST and any other external CPD which become available.</p>

<p>Ensure staff are confident with the use of the schools PE materials (medium and long term plans) and can therefore plan and pitch lessons effectively.</p>	<p>Staff meeting time to look at specific actions with links to the break down of skills to the National Curriculum. Observations and work alongside staff as well as specialist coaches to improve knowledge and confidence in using materials.</p>		<p>the area they felt the least confident.</p>	
<p>Provide a range of resources and associated training for staff to broaden their range of activities and resources and further support their teaching of PE.</p>	<p>To provide teachers with a break down of skills for every area of sport; dance, gymnastics, games, swimming, outdoor adventurous, athletics.</p> <p>Purchase new sport equipment to broaden experiences (table tennis tables, basketball nets, long jump mats).</p>		<p>Staff confident with introduction of PE medium term plans and commented on the ease of planning around the broken down skills.</p> <p>Children have developed their knowledge of sport through familiarisation of a range of other sports not usually on offer.</p>	<p>To develop an assessment material for PE to allow us to monitor progress and pitch lessons appropriately in the long term.</p> <p>Long Term Plan – to think about resources we can use in school to support teachers planning and to investigate what is out there.</p> <p>To continue to introduce new sports to increase knowledge and continue the love of sport.</p>

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

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Intent	Implementation		Impact	3.71%
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 a range of activities which explore children's interests and give a variety of experiences.	Explore the possibility of adding to the extra-curricular programme with additional after school clubs linked to the School Games Calendar and any particular requests/interests. Quidditch – enrichment day. Purchasing of table tennis	£724.34	High number of lunch time and after school clubs. Would have been added to in the summer term - quidditch but due to COVID-19, this did not happen. Children love the introduction of new sports and competition	Sustain clubs in to 2020/2021 – add to offer by including quidditch. Offer a pupil voice questionnaire to gauge interests/requests of clubs or any sports we do not cover.

<p>Continue to offer a wide range of activities both within and outside of the curriculum to get more children involved.</p> <p>Focus particularly on those who do not take up additional PE and Sport opportunities.</p>	<p>equipment for both indoor and outdoor use.</p> <p>Access additional time with after school sports coach for a specific club for children to attend.</p>		<p>takes place daily with use of table tennis tables.</p> <p>Extra sessions in Summer for those less active – did not take place due to COVID.</p>	<p>Offer similar multi sports clubs for children to attend.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	1.07%
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:
Engage more children in sport by providing opportunities regardless of their abilities	Continue to be part of the Swaledale Cluster to increase opportunities for participation in competitive sport. Enter more competitions – allowing for more children to be involved. Enter Level 2 Sporting competitions through Richmond School.	£209.50	Children successfully represented Le Cateau in hockey, football, running, netball competitions. 2020/2021 severely hampered by the impact of COVID-19.	To consider entering more 'b' and potentially 'c' teams to increase participation in competitive sport. Continue to use P.E. lessons and extra-curricular clubs to promote competitive sport. Provide children with opportunity to compete in Level 1/2 School Game Sports.

Increase the desire of children to compete for school – become competitive at events with the greater aim of being successful.	Greater training linked to the School Games Calendar, increase the link to resilience and teamwork and develop individual skills so that school can be successful.			
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Signed off by	
Head Teacher:	I.Mottram
Date:	20.7.20
Subject Leader:	A.Bentall
Date:	18.07.2020
Governor:	W.Shepherd
Date:	