



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>School has achieved the School Games Mark Gold for the second successive year with their dedication and commitment to PE, Physical Activity & School Sport.</p> <p>We have continued to ensure that we have given all of our Children further extra-curricular opportunities with increased number of entries in the Mexborough Pyramid, JMAT Sports Competitions and the Totty Football Cup.</p> <p>Notable successes include winning the Mexborough Totty Cup round and progressing to the Semi Finals before this was finished due to COVID-19. Other success includes winning the JMAT Girls Football League and having four pupils represent JMAT in the Rotherham Cross Country finals.</p> <p>Staff feel more able and confident teaching PE within curriculum as a result of the work with external staff.</p>	<p>Increase intra school opportunities at school for 2020/2021 (When possible due to COVID-19)</p> <p>Provide further opportunities for daily physical activity (including at the beginning of each day) to address childhood obesity and promote positive mental health.</p> <p>Develop walking, biking and scooting to school initiatives.</p> <p>Use the Sports Leaders to further develop the Active Lunchtimes within school</p>

Meeting national curriculum requirements for swimming and water safety.	70%
<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>	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	61%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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: £17,610		Date Updated: 09/07/2020	
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:
					%
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:
School to provide effective provision for children to become active outside of the timetabled PE curriculum e.g. play times, active lessons, daily mile, brain brakes, fit in 10 etc.	<p>Annual equipment inspection</p> <p>Replenish sporting equipment - Buy necessary equipment for after school sports clubs. Restock playground equipment to ensure children remain active at break and lunch times.</p> <p>Purchase 'Maths of the Day' for teachers to use and deliver active maths lessons.</p> <p>Buy equipment and resources for teachers to deliver active phonics and SPaG lesson.</p>	<p>£290</p> <p>£350</p> <p>£120</p> <p>£144</p> <p>£150</p>	<p>Equipment inspected and repaired/replaced as necessary.</p> <p>All teachers are providing an opportunity throughout the day for children to be active during curriculum time. E.g. Fit in 15, daily mile, active maths and phonics</p>		<p>Continue to monitor and inventory equipment.</p> <p>Provide further opportunities for daily physical activity (including at the beginning of each day) to address childhood obesity and promote positive mental health. E.g. Fit in 15, daily mile, active maths and phonics, JMAT YouTube channel, Cosmic Yoga.</p>

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:
Improve planning and assessment throughout school to provide consistent, effective teaching.	Staff use national curriculum linked planning tool to deliver high quality progressive lessons.	£129	<p>Plans downloaded and filed for every sport and year group. The online tool is also available: www.peplanning.org.uk.</p> <p>PE progression map was created to ensure learning is built upon.</p> <p>PE curriculum map was created to ensure coverage of a variety of sports and physical activities.</p>	<p>PE Coordinator to ensure all classes have the correct year group resources for all sports and PE planning folders.</p> <p>Progression maps and curriculum maps to be shared and followed.</p> <p>Regular monitoring checks will be made to ensure curriculum content is covered.</p>

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:
Improve subject knowledge of Leaders and teachers in order to improve the quality of PE in school through organised CPD opportunities.	Teachers to have a half term period with a specialist PE teacher in order to improve upon their own subject knowledge through joint teaching.	£6000	JMAT's PE specialist Dan Bennett providing high quality PE lessons and extra-curricular activities to KS2 children.	Teachers work with Dan to deliver PE lessons and assess children's abilities.
		£3175	Coach Nathan from Kixx delivering high quality PE lessons and after school clubs to KS1 children.	Teachers work with Coach Nathan to deliver PE lessons to EYFS and KS1 and after school opportunity for KS1.
		£1160	Coaches from Rotherham United FC running high quality PE sessions and lunch time clubs.	Teachers work alongside RUFC delivering high quality PE.
	Subject leader to attend 3 full day co-ordinator training days.	£540	Knowledge and skills gained used to improve curriculum progressions maps, content and delivery.	Subject Leader dates for 2020/2021 to be booked.

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:
Improve motivation of children across all curriculum areas through a variety of sports and exercise as an engagement tool.	Y5 swimming coach and lessons	£1874 £2380	All Y5 children participated in weekly swimming lessons.	Provide opportunities for children to participate in a variety of sports that they may not have experienced before within PE lesson and after school clubs.
	Y5/6 children to attend yearly residential for OAA development.	£900 £500	The Y6 children experienced a residential in an OAA setting.	
	Key Stage 1 class to attend The English Institute of Sport Mini Olympics	£130	Year 2 experienced various sports In a competitive environment.	Children to access the JAMT PE YouTube channel during school closures, to take part in additional activities from home.
	Children to access physical activity from home during school closure.		Children to have taken part in JMAT PE lessons via YouTube.	
Installation of bike and scooter racks.	£1500	Children encouraged to cycle or scooter to school, greater number of children accessing the racks has been evidenced.	Develop walking, biking and scooting to school initiatives including Bike it initiative to further increase participation.	

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 take part in a wide range of sport, both in and out of the local cluster.	<p>Transport to sporting events and competitions.</p> <p>Host intra sports competitions so all children can participate in competitive sports within school.</p>	<p>£300</p> <p>£300</p>	<p>Children regularly attending competitions and events through JMAT Academy, Mexborough Pyramid and Active Fusion.</p> <p>PE coordinator liaised with Dan Bennett at the start of the year and put dates in the diary for a intra competition to take place every half term.</p>	<p>Host intra sporting events to give all children an opportunity to participate in competitive sports and take part in Virtual School Competitions suitable when socially distancing, when JMAT/Pyramid wide festivals and competitions are not allowed.</p> <p>Sainsbury's School Games Gold award maintained.</p>

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