

# 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 **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>We have achieved the School Games Gold Quality Mark for 3 years.                      We have achieved the Youth Sport Trust Silver Quality Mark for 2 years.                      In February 2019 we reached the Leeds Sportshall Athletics Semi-Final- top 10 in Leeds.                      In July 2019 we won the Leeds KS1 Wake Up Shake Up competition.                      In May 2019 we won the Leeds North West Mixed Kwik Cricket competition.                      In June 2018 we came 3<sup>rd</sup> in the Leeds Tag Rugby competition earning bronze medals.                      Setting up a PE council which has increased our pupil voice considerably.                      A consistently high percentage of children meeting the National Curriculum requirements for swimming and water safety.                      Setting up a 'Parkrun Takeover' event to encourage engagement in our local Junior Parkrun.                      In 2019 both subject leaders attended 3 days of Real PE training and staff took part in a twilight training session for Real PE. Staff confidence in teaching PE has risen considerably.                      Successful introduction of Yoga into our school for Reception children and another 2 target groups of children (Case Study on website).</p>	<p>To increase the numbers of children attending the 'Change 4 Life' Tuesday Premiere Sport club.                      Implement Real PE assessment half termly trackers to help assess progression across school.                      HLTAs (and any other teachers who want to) to attend Real PE training – Summer 2020.                      Conduct Pupil Voice interviews throughout the year to ascertain impact of SSP spending.                      Increase involvement in competitive sport, inter school competitions from last academic year.                      Review after school sport club provision with Sports Council.                      Further encourage physically active lessons.                      Increase Yoga to full year, funds permitting.</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?  <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>	97%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	97%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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?	No, however children who haven't met the 25m by the end of Year 3 continue swimming into Year 4 until the 25m is met.

### 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> 2019/2020	<b>Total fund allocated:</b> £19560	<b>Date Updated:</b> 12/02/20		
<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: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 increase physical activity at lunchtimes.	Premiere Sport coaches to be on the playground Tuesday and Friday lunchtimes 12-1.30 to facilitate and support sporting activities. They will referee games and support children in playing a range of games. Leeds Rhinos coaches on the playground Monday lunchtimes.	£3040	Children more active at lunchtimes. Coaches involving children in games of football, cricket, netball etc. Children coming back to class calmer and more ready to access lessons having spent lunchtime running around. Staff report less disagreements on the playground and less	Lunchtime supervisors get ideas from sport coaches to use. Year 6 buddies getting ideas to use with younger children.  To continue into the next academic year with a focus on developing pupil sport leaders across upper KS2.

<p>More children to be physically active at playtimes. Children to build positive relationships through teamwork and games.</p>	<p><u>PUPIL VOICE</u> Each year group given £100 to spend on playtime equipment. Children choose equipment at the start of the academic year with their new class teacher. PE monitors elected by class to be responsible for equipment.</p>	<p>£700</p>	<p>disagreements being brought back into class. Children learning teamwork and fair play.</p> <p>Children love playtime boxes. Boxes taken out every playtime by children and used. Visibly increased physical activity at playtimes. Children proud and have ownership of class box.</p>	<p>Top-ups for boxes as needed.</p>
<p>Provide stimulating, age appropriate resources to facilitate high quality PE.</p>	<p>Subject Leaders monitor resources. Staff report wear and tear and need for top up resources for lessons.</p>	<p>£300 approx</p>	<p>High quality PE lessons. Increased level of challenge. Children engaged and learning.</p>	<p>Top-up resources as needed.</p>
<p>Increase physical activity during the school day for all pupils.</p>	<p>Pupils to run a Daily Mile as often as possible – at least 10 minutes running round our new Daily Mile track.</p>	<p>No cost</p>	<p>Increased stamina in the children. Children say they feel fitter and healthier (pupil voice). Staff report improved behaviour, focus and learning when children return to class. Pupil Voice feedback – “I feel awake and ready for other lessons”. “I feel like I can do more work afterwards”. “It refreshes the mind”.</p>	<p>Continue next academic year.</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:
To build confidence, skills and knowledge for a target group of children. Staff identify children who would benefit from additional sport coaching.	Premiere Sport delivery of 'Change for Life' club, Tuesdays after school. 12 week blocks. Target child to invite a friend to attend with them.	£1710	Increased participation this year due to target child inviting a friend to attend with them. Parents report an increased level of confidence and self-esteem. Children report feeling more confident in PE lessons leading to increased achievement.	A new target group identified every 12 weeks.
To learn resilience, self-belief, social skills and making new friends.	Small group work or 1:1 support in physically active setting. Weekly half hour sessions with target children.	£2000	Children and staff report a great increase in self-esteem and confidence. This has spilt over into lessons with children applying more resilience to problems. Children are happier and look forward to the sessions. "The sport sessions have helped me to persevere and never give up. I feel that I'm more involved in PE lessons and I'm really enjoying them", Year 3 child. "I feel more comfortable joining in PE or at playtime doing sports". Year 5 child. "I communicate better with my classmates" Year 6 child.	Children more confident within school and developed more friendships.

Release time for Subject Leaders and other school staff to facilitate training and competitions within school time.	Supply cover.	£500 approx	Attendance at a greater number of events. More children representing school at Inter-school competitions and gaining a sense of pride. Subject leader knowledge kept up to date through networking events and sharing best practice.	To continue to use release time for the benefit of the children.
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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	
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:
Subject leaders to ensure they are up to date with current policies and practices in PE,SS and PA. To share good practice with other PE subject leaders across Leeds and have access to new ideas. To gain access to different sport competitions and to hear about other competitions taking place across Leeds. Support.	Subject leaders to attend 3 PE subject leader courses per year. To talk to other PE subject leaders from across Leeds and share good practice and ideas. To liaise with Leeds North West School Sport Partnership regularly. Support with Evolve (Risk assessment) entries for School Sport and support with the PE page of the school website.	£1200	We heard about Tattybumpkins Yoga, Skipping Schools, Leeds Rhinos and Rhinestones through Leeds Active Schools. All have had a massive impact on helping to give our children a broader experience of a range of sports and activities. We have achieved the School Games Gold quality mark for the past 3 years with the help and support of Leeds Active Schools, this should be achieved again this year. Evolve set up for Risk Assessments. Website scrutiny taken place and action points implemented. Increased participation in competitions and festivals offered through Leeds Active	Continue this partnership into next year. Ensure we are making use of all the support available to us.

<p>Real PE Jasmine Online Platform licence for the academic year. Increase confidence in staff delivery of PE. A streamlined curriculum.</p>	<p>Staff to use the Jasmine online platform in all Real PE lessons. Children and staff to get used to watching the WAGOLL videos and discussing the SC throughout lessons. Staff to ensure they are using the Learning Focus 'cogs' as an integral part of their teaching of the Fundamental Skills.</p>	<p>£294</p>	<p>Schools. All children &amp; staff now accessing a simple, efficient and progressive learning platform with clear next steps and clear learning outcomes. Staff confidence has increased as each lesson has a specific focus and the lesson plans are easy to follow or adapt. Assessment is easier with staff assessing on the Real PE colour bands every half term. Children have a clearer understanding of how to succeed through watching, coaching and assessing their peers. Staff say it is helping them to differentiate effectively and it is helping them to challenge all children. Children seen practicing the Fundamental Skills at playtimes and lunchtimes.</p>	<p>To continue using Real PE and the Jasmine online platform into the next academic year. To get training for our HLTAs who deliver Real PE and any other staff who feel they need refresher training.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p>
				<p style="text-align: center;">%</p>
<p style="text-align: center;"><b>Intent</b></p>	<p style="text-align: center;"><b>Implementation</b></p>		<p style="text-align: center;"><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 provide children with experiences of a range of sports. Every year group to have at least one half term's worth of 1 hour PE lessons delivered by a specialist coach.</p>	<p>Cookridge Hall Golf club booked in to deliver 3 taster days in June – every class will have a one-hour golf session.</p>	<p>£210</p>	<p>Children enthused by golf. More children applied for golf lessons at Cookridge Hall Golf Club following these sessions last year. Community link with a local club.</p>	<p>Invite back next year.</p>
	<p>Year 6 dance lessons in Spring 1 taught by specialist dance coach from Leeds Rhinestones dance.</p>	<p>£500</p>	<p>Fantastic feedback from the Year 6 teachers about the dance coach. On a learning walk the subject leader found all children active and engaged and smiling – clearly enjoying their session. Evidence on website of group work and choreography. CPD for the year 6 teachers who identified a lack of confidence and subject knowledge in the teaching of dance. Pupil Voice – “I have become more confident at dancing and want to start lessons” Evie C, 6M.</p>	<p>Teachers to teach Spring 1 sequence of dance lessons next academic year, drawing on the skills and ideas learnt this year.</p>
	<p>Following great feedback last year, Year 3/4 Kinetic Tennis booked in again for Summer term.</p>	<p>£250</p>	<p>Children's confidence in tennis skills improved. Children's ability to control the ball with a tennis bat visibly improved over the course of the sessions. Highly skilled coach delivering the sessions meant that the impact of the sessions was maximised. Staff CPD for Year 3/4 teachers. Ideas to take back to their own PE lessons. Teachers using warm ups and activities learnt in these sessions within their own PE lessons.</p>	<p>To continue next year.</p>
<p>Yoga. Improve core strength, listening skills, communication and readiness to learn of Reception/ SEN children.</p>	<p>2 terms of Yoga intervention with Tattybumpkins Yoga. Weekly, half hour sessions linked to Early</p>	<p>£4760</p>	<p>Improved concentration in class. Staff report children are more settled to learn. “I feel happy and I have a smiling face after</p>	<p>Cosmic Yoga being used in class by teachers. Teachers grown in</p>

	Learning Goals and NC.		yoga” Renae, Reception child, “I’ve got better at watching and concentrating” Niamh, Reception child. “It makes me feel peaceful” Jacob, Reception child. “I felt angry inside at the start, but now I feel calm and my body feels relaxed” SEN pupil. Parental engagement via Parent Mail with weekly Yoga updates sent to parents.	confidence to teach basic yoga and have learnt breathing techniques to use with the children. Lesson plans, ideas left for school to use.
To engage with a large local sport team. To raise aspirations of children through active role models.	Leeds Rhinos after school club, assemblies with children, lunchtime club, rugby lessons for 3 year groups and attendance at rugby matches including experience day at Leeds Rhinos, Headingley stadium.	£1800	Positive role models from Rhinos coaches eg: Healthy eating assembly. Sense of belonging within the community. Children have chance to experience a live rugby game in a prestige venue and this has helped to raise their aspirations. Children learning rugby from specialist coaches.	Family engagement with the local club.
Skipping Schools to work with Year 2 pupils to raise physical activity and coordination and introduce competition.	Skipping schools to deliver workshops to Year 2 pupils in Spring term. Pupils practice skills taught and 30 children entered into an inter-school competition in June.	£300	Children introduced to a new skill and enjoy it. Children developing increased resilience. Children practicing skipping skills on the playground and bringing in skipping ropes from home so increased physical activity levels. Increased stamina and fitness. Yr2 inspiring younger children to have a go at skipping at playtimes. Experience of a competition outside of school – increased resilience and self-esteem.	To continue next year.

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 access as many competitions as possible. To give children the opportunity to be involved in a range of competitions. To increase the participation of our pupils in Inter-school competitions. Our aim is for over 70% of our KS2 children to have been involved with an Inter-school competition by the end of the academic year. To be awarded the Gold School Games mark for the fourth year in a row.	To keep a record of all the children who have been involved in Inter-school competitions. To use this record to choose the children who participate in competitions. To use SSP money to cover staff attending competitions and to cover transport to and from the venue. Access Active Schools Festivals and School Games events.	£1000	An increased number of our children being involved in Inter-school competitions. Increased confidence and self-esteem through being involved in competitions. Increased awareness of sportsmanship and fairplay when playing against other schools. Improved teamwork skills and sense of 'belonging' to a team/school.	Develop Intra-school competitions. Feedback to events attended. Children to look at events calendar and involve children in choosing events they'd like to attend.

Signed off by	
Head Teacher:	C. Hellings
Date:	12.02.20
Subject Leader:	V. Johnson & D. Wilkinson
Date:	12.02.20
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Date:	12.02.20