

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by

Department for Education

Created by

association for Physical Education

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.

Created by: association for Physical Education, YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED, Active Partnerships, UK COACHING, UK active

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:
TO BE UPDATED FOR THE 2019-2020 ACADEMIC YEAR IN JULY 2020	
• Springbank hold the Platinum Games Mark. This shows the school's commitment to PE, School Sport and Physical Activity. Springbank will hold this award for two years before being revalidated in the 2021-2022 academic year. • This year, Sports Leaders have been more active in running lunchtime and break time physical activity and are now represented at School Council, showing the school's commitment to putting School Sport and Physical Activity high on the agenda. • This year, we have entered a wider range of competitions, including tennis and dodgeball, as well as continuing to enter Netball and Football cluster competitions. • The new scheme of work for PE is becoming embedded with teachers reporting feeling much more confident in their delivery of PE. Pupil voice for the new scheme has been very positive with children reporting that they feel challenged in their PE lessons and enjoy the range of sports and skills taught. • Promotion of School Sport through assemblies (such as Karate) and celebration of achievements in Friday assembly. • This year, we have qualified for Leeds City finals in Football, Athletics, and Cross-Country. In Cross-Country, we qualified 8 teams to the finals – the most teams in 8 years. • Our Under 11 football A and B teams won their respective Cross-Cluster City Tournaments, as well as qualifying for the Leeds Finals for the first time in four years. Unfortunately, this couldn't be played due to Covid-19.	• To continue to build on the success of Sports Leaders by creating a timetable of events which Sports Leaders will run. • Continue to expand school and community links by utilising the school app to signpost parents and children to opportunities within the community. • To continue to develop provision for 30 minutes of daily physical activity through the introduction of a daily activity break. This will be even more important as the vast majority of children return after a long time away from the school environment. • Implement a more rigorous intra-sport program so all children have multiple opportunities to participate in competitive sport. • Training on teaching swimming for new Year 4 staff so more confident in delivering swimming lessons. There is a new teacher and new Teaching Assistants in the year group so training will need to be booked as soon as possible to ensure high quality swimming is delivered upon resumption of the lessons. • Due to staffing changes, there is need to complete another audit on staff confidence in delivering different aspects of PE curriculum – organise training and support as needed. • CPD will be a high priority within this academic year, working closely with key partners such as the Leeds Rhinos Foundation and Phoenix Dance Theatre Company. • Create a friendly fixture programme for all year groups on a termly basis to allow for more B, C and D team fixtures to take place.

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.	76.66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	61.66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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: 2019/2020	**Total fund allocated:** £19590	**Date Updated:** 22 November 2019	
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: 58%

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 continue to commit to providing all pupils with 30 minutes of Physical Activity (PA) a day. To ensure that where possible, lessons include physically active learning in order to engage children in higher levels of Physical Activity throughout the school day.	• To track participation in clubs with an aim to maintain an 86%+ participation rate. • Introduce lunchtime PA clubs 3 x per week for 30 minutes run by member of staff who was a sports coach • To improve signposting of community links by creating a display in the hall. Use the newsletter to signpost parents too. When children take part in a specific sports club and there is a community link, give the children this information at the end of the club. • Create a bank of resources that staff can access in order to increase PA in curriculum time. • One class per KS2 year group to complete the Physical Activity Heat map at the start of the summer term and then at the end of the summer term to show changes in curriculum time PA. • Continue to teach Sports Leaders	£2000 for Leeds Rhinos SLA £1300 for West Leeds SLA £790	Prior to lockdown, we were on track to maintain club participation. Lunchtime clubs had a high uptake in Years 3 and 4 and 5 and 6, with Year 5/6 Cross-Country having 46 children participating each week. National Curriculum in the Outdoors books bought for all year groups to help with outdoor, physically active learning. Physical Activity heat maps for Year 6 showed a small increase in curriculum PA prior to lockdown. Year 5 did not complete Sports Leaders Award as this was planned for Summer 1. Pupil voice reports that classes are taking more physically active breaks, mainly using Body Coach TV.	Carry out pupil voice for clubs to ensure that when they resume, we maximise participation. Research companies to deliver after school provision to ensure they are high quality, enjoyable and there is a high uptake. Year 6 to complete Sports Leaders Award in Autumn 1 so they can form the new Sports Leaders. Re-launch physical activity breaks during the school day to staff and pupils. Continue to teach Sports Leaders as part of the PE curriculum in Year 5. Link with local schools (Westroyd, Farfield and Fulneck) to provide a competition calendar – focussing on Years 3 and 4 in the first instance.

	as part of the PE curriculum in Year 5. Moving to Summer 1 to avoid clash with production dancing. • Introduce active break to staff gradually over 2019/2020 using The Body Coach TV on YouTube.			
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 continue to raise the profile of school sport and physical activity.	• Sports Clubs to have an exit signposting. PE Lead to collate a bank of information about local clubs and activities, which link to, clubs being offered. • Weekly slot in Celebration Assembly that is timetabled in to celebrate participation in Inter/Intra sport. • To create a Sports Crew – including children who want to be our journalists, website developers, coaches and umpires/referees. This will help to raise the profile of all areas of sport – not just competing.		Children given information about local clubs at the end of sports clubs where possible. This has led to some children taking up their sport outside of school – 2 children from Rugby Club now regularly attend Stanningley ARLFC training and 2 children are now playing Netball in Shipley. Sports Leaders were in place and ready to begin taking on a more active role in all areas of school sport when lockdown began.	Continue to signpost children to local clubs on completion of their club. Use the school app to send parents information directly. Sports Leaders to be appointed in Autumn 1. Begin a school blog on School Sport and Physical Activity. Children to write for the school newsletter and present results in Assembly.
To ensure PE teaching and learning is good or better across the school. (Dance had been identified as an area for development from staff survey)	• Vigorous monitoring of impact of CPD (Leeds Rhinos and external providers) • Continue to subscribe to AfPE PE Hub planning. • Nicola Booth (Leeds Rhinos Foundation) to deliver dance CPD • Phoenix Dance Theatre to deliver dance sessions for half a term	£350 for PE Hub subscription £500	Teachers attended 2 twilights with Phoenix Dance Theatre Company and from this, reported much more confidence in how to structure dance lessons. Teachers in Years 3, 4 and 5 now have plans in place for Dance lessons in 20/21.	Survey Monkey for staff in Autumn 1, Spring 1 and Summer 1. Check staff confidence and assess CPD needs. Continue to work with Phoenix and Leeds Rhinos Dance to improve pupil experience and teacher confidence. New members of staff are joining the

	alongside teachers as part of CPD, including two twilight training sessions • To complete survey of needs three times a year to ensure teachers are getting the support that they need.	£2650 for 6 weeks for 8 KS2 classes and 2 twlights		Year 4 team in the academic year 2020 – 2021, swimming training to be provided if necessary.

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:
To continue to improve teaching and learning so that the vast majority is good or better.	• Termly PE confidence survey to all members of staff delivering PE. • Vigorous monitoring of impact of CPD opportunities throughout the year. • Potential for a new member of staff to be joining the Year 4 team in the academic year 2019 – 2020, so training to be provided if necessary. • Observations need to be a top priority this year. • Identify areas of need quickly in order to book appropriate CPD with particular focus on sharing expertise once CPD has taken place.	£2000 for Leeds Rhinos SLA (allocated in KI1) £1300 for West Leeds SLA (allocated in KI1)	Year 3 teachers both report higher levels of confidence in teaching invasion games after working with S Jackson (Leeds Rhinos) 4 members of staff have also been on Tennis specific training and brought back plans for school – these were shared with relevant year groups. Dance CPD was effective and dance teaching with Phoenix Dance Theatre company increased confidence.	Sign up to West Leeds SLA and Leeds Rhinos SLA – ensure different year groups get CPD from S Jackson. Focus on Years 3 and 4 initially, taking into account need.

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:

To provide all children with opportunities to try new sports and activities, as well as building on their passion for current sports and activities.	• To continue to enter any available competition. • To increase Intra-Sport competition opportunities, initially in KS2 with a view to expanding this to KS1 in 2020-2021 academic year. • To continue to build further links with community partners, activity providers and coaching companies. • To build stronger links with other local schools to provide opportunity for 'friendly' fixtures in different sports and activities – particularly focussing on children who wish to participate in friendly competition rather than citywide competitive events. • To continue to provide a wide range of sports and physical activity clubs after school • To analyse club participation more thoroughly to continue to target inactive children as well as those only participating in one physically active club in the year • Annual Health week – provide opportunities for children to participate to in additional physical activity sessions	£300 dance session with dance specialist for EY and KS1 £1800 (LED Sports) £2025 (HN) £880 (staff) £1000 Phoenix Dance Theatre £1000	Due to Covid-19, many planned opportunities did not go ahead – Junior Warrior (Year 6), Brownlee Triathlon (Year 5) and Challenger Tennis (Year 4) however, a wider range of comeptitions and 'come and try' activities were successful in the Autumn Term. Year 5 pupils attended the Duathlon for the first time, as well as entering Year 3/4 and 5/6 tennis and dodgeball for the first time allowing a wider range of sporting opportunities to be available to more children. Friendlies between 4 local schools were arranged to allow B, C and D football teams to compete. This allowed more children to try competition.	To continue to enter any available competition. To increase Intra-Sport competition opportunities, initially in KS2 with a view to expanding this to KS1 later in the academic year. To continue to build further links with community partners, activity providers and coaching companies. To build stronger links with other local schools to provide opportunity for 'friendly' fixtures in different sports and activities – particularly focussing on children who wish to participate in friendly competition rather than citywide competitive events. To continue to analyse club participation thoroughly to continue to target inactive children as well as those only participating in one physically active club in the year. To explore external provider opportunities for after-school clubs once this is viable.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 12%
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 ensure all pupils have access to high quality, competitive sports throughout the year.	• A more rigorous tracking system to be in place for competition to ensure no participation is missed throughout the year. • Implement a more rigorous intra-sport program so all children have multiple opportunities to participate in competitive sport. • Build stronger links with local schools to allow for friendly competition outside the cluster calendar.	£1500 for travel to competitions	Wider opportunities to transport children to school-day events (duathlon, orienteering, football, hockey) ensuring they have access to well organised sport. Cannot compare % of children competing to previous years due to the school year being cut short but at the point of lockdown, we were on track to maintain 60% of children in competition.	A more targetted tracking system to be in place for competition to ensure no participation is missed throughout the year. Implement a more rigorous intra-sport program so all children have multiple opportunities to participate in competitive sport. Build stronger links with local schools to allow for friendly competition outside the cluster calendar. Aim for 65% of KS2 children competing through more friendly, one off fixtures during the year.

Signed off by	
Head Teacher:	Sharon Percival
Date:	31.07.20
Subject Leader:	Laura Brayshay
Date:	31.07.20
Governor:	Kirsty Quayle
Date:	31.07.20

Outstanding spend from the 2019 – 2020 academic year will be carried over into the academic year 2020 – 2021. This will be outlined in the 20/21 Premium Spend projection, to be uploaded to school website by October 2020.