



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All children take part in at least 2 hours of sport/ PE each week and now partake in a PSHE 'Jigsaw' session in combination with P.E. to support health and wellbeing. • In the last 12 months all pupils from Y1 to Y6 have taken part in sporting activities, both individual and competitive team sports such as netball, dance, skiing, swimming, football, Skipping, SAQ, Yoga and rugby, to name a few, during PE lessons. • Our children participate in in-house competitions such as sports day as well as taking part in our 'Sports Week'. • Our sports day consists of a variety of activities involving Reception to Year 6. • Our sports week consists of varied activities such as archery, Flo-Rider, Judo, martial arts, JagTag, skiing, swimming, roller skating and many more. • Children from Years 5& 6 spend at least one half term swimming. Year 6 children who need extra swimming have been identified in order to ensure they meet the end of Year 6 swimming criteria, every academic year. • Children from Year 1 – 6 compete in cluster and city-wide tournaments. These are ran by Kepier School and The School Games Association consisting of hockey, netball, rugby, Infant-Agility, SportsAbility, football and many more. • The school has focused on up-skilling staff in various sports and sports related activities such as dance, football, netball, SAQ, Girls Active, Real P.E. and Change4Life to improve the standard of P.E. delivered to the children. This has had an extremely positive effect on the staff and children, also the children's development through the delivery of high-quality P.E. sessions. • The school also employs a number of sports coaches such as a permanent in-house sports coach and a yoga instructor, which greatly benefits both the children's physical and mental wellbeing. • In the 2019-2020 academic year, we identified the need for additional P.E. intervention for SEND children to enhance their development (i.e. co-ordination and social skills) but also to improve self-confidence and encourage participation within sporting events. A number of our staff participated in SAQ training which helps children with essential movement skills such as co-ordination. This training with the children has supported them and greatly benefited them in participating in external sporting events as well as in day to day life. SEND children are given P.E. intervention on a Friday afternoon. • We also identified the need to continue to engage less active girls in physical activity and therefore a member of staff attended a Girls Active course and as a result, a lunchtime club has now been founded, ran by girls, offering a range of different sporting activities, such as basketball. 	<ul style="list-style-type: none"> - Continue CPD of staff. - Ongoing – to try to have more teams represent the school at Level 3 competition standard. - To implement the Daily Mile into the daily school timetable.

<ul style="list-style-type: none"> All staff have been trained and made aware of the Power of P.E. scheme which is now implemented in school in the planning of all P.E. lessons. Outcomes are clear for children within each year group to ensure progress is made. The Power of P.E. also has an assessment system based on the year group outcomes which children are assessed against. Many of the events participated by different sporting teams from our school, have reached the final event, continuing to work towards our target of reaching level 3 competitions. The Year 6 football team won the EFL Cup Sunderland round and qualified for the Northern final at Accrington Stanley, where the winner would have qualified for Wembley. 	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	87.5%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	85%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	85%
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?	Yes – booster swimming sessions within the last term of every academic year, for Year 6 pupils.

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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £19,440		Date Updated: £20,193 on 15/5/2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 69%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> - Brain Gym performed in classrooms twice a day for 10 minute sessions. - 15minutes before school, 30 minute a.m. break and 1 hour lunch break. - Throughout the week there are Reception – Year 6 refereed football matches on the yard. - After school clubs which encourages the development of sporting skills as well as overall engagement in physical activity - Broadening of access and inclusion to a wide variety of sports. 	<ul style="list-style-type: none"> - Sports coach who organises activities for the children. - Teachers and sports coaches who deliver sessions. - External American football coach who delivers sessions. 	<ul style="list-style-type: none"> - £3,625 - £8,219 - £1,480 	<ul style="list-style-type: none"> - pupils attend afterschool clubs which includes sporting activities - 20 children attend the coaching session 	<ul style="list-style-type: none"> - Continue to work closely with parents to increase the number of pupils who attend - Establish the Daily Mile within the school daily timetable. 	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Weekly celebration assemblies - Half termly newsletters to ensure the whole school and parents are aware of the importance of P.E. and Sport to encourage all pupils to aspire to being involved. - Daily brain gym. - P.E. notice board in school which advertises clubs which are ran throughout the day, School Sports Council, Change4Life ambassadors, Girls Active ambassadors and the success of sporting teams which have represented the team at sporting events. 	<ul style="list-style-type: none"> - Achievements celebrated in assembly and newsletters (match results + notable achievements in lessons). - Medals/trophies presented in assemblies. - Pictures to be taken of sporting teams and club ambassadors to display on board. 	<ul style="list-style-type: none"> - £702 	<ul style="list-style-type: none"> - Engagement with a wide range of pupils across the school in sporting activities. - Parental attendance at awards assemblies. - Encouragement of aspiration to represent the school and partake in sporting activities. 	<ul style="list-style-type: none"> - Establish the Daily Mile within the school daily timetable.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - In order to improve progress and achievement of all pupils the focus is on up-skilling staff. - Power of P.E. 	<ul style="list-style-type: none"> - Baseline pupils so that impact can be measured over time. - Identify local centers who are running these courses. (Sunderland Dance City, Sunderland Tennis Centre, Sunningdale School) - Establish dates when cover is required and appoint staff to cover. - Ensure that time is provided for school-based working - Ensure implementation of new schemes and learned skills within delivery of sporting activities 	Dance - £70 Real P.E Licence - £245 Rugby CPD - £50 Skipping School - £325 Sports Equipment - £1126	<ul style="list-style-type: none"> - Improved subject knowledge for teachers as well as higher competency level in teaching. - Subject leader to carry observations on staff and provide effective feedback. - 2 staff members received Change4Life training - 1 staff member received Mental Health and Wellbeing Training - SLT and 1 member of staff attended School Games P.E. Conference - Pupils have a keen interest and enjoy participating in P.E. and sports activities. - Less engaged pupils are more engaged and keen to participate. 	<ul style="list-style-type: none"> - To continue with suitable and desirable training whilst funding continues to improve staff delivery. - This will ultimately lead to sustainability as staff will be supported and feel confident to deliver P.E. and sporting activities within and outside the curriculum. - Ensure Power of P.E. is used in delivery of sporting activities. - Ensure that staff are aware of year group outcomes in the delivery of their sessions. - Ensure use of assessment system in relation to P.E. teaching

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Our school continues to offer a wide range of activities both within and outside of the curriculum in order to get more pupils involved. - Focus particularly on those pupils who do not take up additional sporting and P.E. activities (Girls Active, SportsAbility) - Continue with 'Sports Week' as this offers a wide variety of sports for all pupils - Our school offers a wide variety of after school club, all having a high attendance rate. - Our school now has an external yoga instructor who delivers P.E. sessions as well as extra sessions on a Thursday and Yoga club on a Tuesday. 	<ul style="list-style-type: none"> - Continue to make links with Houghton Leisure Centre and Hetton Swimming Pool. - Continue with involvement of external coaches to work with children and staff during the weekly timetable, Gifted and Talented session and in after school clubs. 	<p>Football Leagues £106</p> <p>Netball £75</p> <p>Swimming £1,840</p> <p>Sports Week £2,330</p>	<ul style="list-style-type: none"> - Positive feedback from pupils as well as parents. - Clear progress made within sporting activities by all children. - A keen interest from children in a wider variety of clubs through a wider participation. 	<ul style="list-style-type: none"> - To continue to build positive links with the centres.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - 2019-2020 We identified the need for additional P.E. intervention for SEND children to enhance their development (i.e. co-ordination and social skills) but also to improve self-confidence and encourage participation within sporting events. - A staff member attended an FA Girls Active course which focuses on the engagement of less active girls (specifically upper KS2) to encourage participation in sport as well create a positive link between sporting activities participated in within primary school and onto secondary school. - Through on-going Change4Life training within each academic year, the need to engage less active pupils is paramount. 	<ul style="list-style-type: none"> - 2019-2020 Staff trained in SAQ to deliver sessions to the identified children in order to help improve co-ordination, mobility and motor skills. - FA Girls Active club during lunch times where the club ambassadors organise a range of sporting activities, supported by an internal sports coach. - Our internal sports coach runs our C4life club on a lunch time which provides less active pupils with the opportunity to participate in a range of sporting activities. 		<ul style="list-style-type: none"> - Parental feedback is positive for the improvement they have seen within their children. - Positive feedback from the children. - Increased self-esteem and confidence shown by willingness to participate in future events. - Increased participation in lunchtime clubs as the weeks progress. 	<ul style="list-style-type: none"> - Try to have more teams represent the school at Level 3 competition standard. - Review assessment system to find essential areas and criteria to aid pupils' development.

<ul style="list-style-type: none"> - We consulted with the School Council in the previous academic year and identified that KS1 and lower KS2 needed a wider range of activities. - In house sports coach to promote participation in competitive sports and skill development. 	<ul style="list-style-type: none"> - We have made sure that pupils from KS1 have access to extra external events and competitions which are available such as 'KS1 Infant Agility'. - Ensuring skill development for competition specific sports 			
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