

# 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](http://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 2022:	Areas for further improvement and baseline evidence of need:
<p>High quality PE lessons.            Change of lunchtime layout to increase participation in sport.            Good attendance/interest in variety of after school clubs.            6 City school competitions – qualified for Y3 and Y4 athletics semi.            2 Sport Fundraisers – NSPCC and Sport Relief.            Introduction of Sheriff’s Challenge.            First Virtual Sports Day.</p>	<p>Involve teachers more in PE lessons for CPD purposes – assessment booklet, mandatory delivery each half term.            Change assessment tool for Gross motor.            Specific nurture questionnaires for children to create profile of each child to highlights needed areas of improvement.            Enter Sports Ambassadors games.            Achieve silver in school kite mark games.            Add to school equipment.            Host aspire family sport competition.</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>	?
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>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?</p>	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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £19457		<b>Date Updated:</b> 01.07.2022	
<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?:	
High quality delivery of curriculum in PE lessons – using band assessment criteria	Mr Jones PE/Sport Specialist – Deliver a variety of sports throughout the year including gymnastics, dance, invasion games, net and wall, striking and fielding, OAA and athletics for all pupils (N-Y6).			High quality delivery will help with pupil’s progress further to becoming physically literate. Use of band assessment system to place the children at the beginning, midpoint and end of half term. Staff CPD throughout teacher incorporation each session	
Sports ambassadors - Raising the overall profile of PE in school.	Sports Ambassadors – Run 5 sports with highest demand, Football, Basketball, Handball, French cricket and Personal Bets Challenges. Equipment monitors set up playground before lunch. Then manage the games feeding back any particular behaviour/performance. Subgroups of Sport Ambassadors deliver activities to the KS1 playground daily to run sport challenges.			Increase in the number of children taking part in sport during lunchtime. Increase in the number of sports our children compete in during the week. Midday supervisors feedback confirms new lunchtime layout is improvement and has helped with managing lunchtimes.	
				Police rota to allocate year groups to certain sports on certain days. Encouraging children to play multiple sports weekly. Lunchtime sports rota is properly embedded, through pupil voice find what sports can increase the amount of chn participating in structured sport at lunchtime. Start providing data to prove the amount of significant increase.	

Provide range of after school clubs, to introduce new sports and opportunities to our children	After School clubs to be ran three days per week. Maintain the range of after school clubs to include various sports, the chosen after school clubs are tailored to each year group through pupil voice at the beginning of the year.		3 After School Clubs offered each half term. 59% of children took part in afterschool clubs (212 children attended). 56 of the children were pp (27%).	240 different children to access after school clubs next year 80 of those children to be pp
Fun Fit Intervention – Improving chn performance that shows symptoms of developmental coordination disorder (DCD)	Fun Fit offered to children termly, for DJ and class teachers discuss signs for potential children to benefit from the intervention.		Improved attendance, increased alertness and behaviour levels across in the classroom. 16 children were involved in Fun Fit. 56% of these children were pp. Fun Fit Assessment tool issued when training shows 100 % of children scored significant improvements in 5 of the 5 main Fun Fit components whole body flexion, whole body extension, shoulder stability and hip stability and Coordination	
Gross/ Fine motor sessions for EYFS children that show signs of needing extra work on fundamental movement skills.	Gross/Fine motor sessions provide that extra time to be spent with smaller group on cementing those vital motor programmes and some fine motor that links to phonics and handwriting in the classroom. Low intensity sessions that embed the practice of skills until grooved.		Gross motor sessions – Mondays 9:30-10:00am- Nursery total of 25 children, 7 of them are pp (28%). 10:00am-10:30am – Reception total of 28 children, 7 of them are pp (25%).	Use different assessment tool for F2 than used for F1 chn, to ensure wider skill set in being assessed.
Whole School initiative – Sheriffs challenge	Sheriffs Challenge – Teachers take classes to run three times each week outside of PE lessons.  Laps recorded with use of sheriffs challenge whiteboards. Weekly trophy given to the class that performs the best from each key stage.		Sheriff’s challenge app shows we placed <b>2<sup>nd</sup> out of 16</b> schools that registered for Sheriff’s challenge in Nottingham.  The app allows schools of different sizes to compete against each other by working distance covered per pupil.	Compare the upcoming year to the previous year data to monitor fitness progression throughout all years.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
Sport Ambassadors recruited at the beginning of the year – To raise PE profile across the school	Sports Ambassadors have caps and lanyards so visible on playground Sports Ambassadors have fortnightly meetings to discuss any idea's or solve any issues that have occurred in school regarding sport. Revisit the lunchtime rota, to check each subgroup is doing their part and it runs smoothly. Sport Ambassadors help plan/execute and fundraisers and Sports Day for all key stages		Sport Ambassadors a popular role in school, position held for two years. Sport Ambassadors thrive off the responsibility given and creates reliable, proud, confident pupils. Sports Ambassadors have gained confidence in leading and officiating small groups of children. Sports Ambassadors have inspired many other pupils to lead healthy and active lifestyles. Sports Ambassadors to continue in the role in year 6 and help the new Y5 Sports Ambassadors.	Comprise a sport ambassador manual /guideline which can be are evolving resource that collects all knowledge from children each year to promote the attributes needed to be a successful sports ambassador.
Deliver assemblies to praise behaviour/performance of PE and share any PE based events are taking place in school.	Assemblies explaining any fundraisers, the cause and the PE activity we are going to complete. Any achievements from School competitive sport, Personal Bets challenge winners.		The pride felt by our students when receiving a PE linked accolade inspires them to carry on participating in sport and doing their best each time. Motivate others in the assembly to take up a sport pathway and achieve similar awards/self worth.	
Sport questionnaire results from parents evening, highlighting interests of after school clubs and pupils and their sporting club links and the running of sports day.	Select sport ambassadors to stay behind on parents evening to hand out questionnaires.  Questionnaire results from parents evening, highlighting interests of pupils and their sporting club links.		<b>After School Club Questionnaire</b> KS1 – 14 questionnaires completed. 86% had already attended an after school club 24% of parents would be willing to offer services for an after school club. KS2 – 19 questionnaires completed. 68% had already attended an after school club. 21% of parents would be willing to offer services for an after school club.  <b>Sports Day</b> A section of the questionnaire regarding any changes that could be made to sports day. 100% of completed questionnaires (33) wanted parental involvement on sports day.	Future questionnaires to be issued to parents via iPad/ relevant app to produce data analyse reports.

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:
Provide staff with PE CPD	Teachers and PE Specialist to teach the planning set out within the long-term plan  PE Assessments to take place each lesson with the PE Specialist, using band system and assessment criteria.  Increase the teacher's knowledge of assessment through the use of Pupil Self/Peer Assessment.		Increase the sporting knowledge of staff, leading them to be more equipped when delivering lesson. Staff confidence in PE delivery increases, and build that bank of exercises and drills for each	Planning to be annotated by teacher linking planning to relevant PE key drivers.  Assessment booklet collect and filed at the end of each half term to show classes learning journey through the year.
Observation of staff delivery	The session delivered by class teacher each half term to be observed by sports specialist to provide feedback on improving PE delivery of staff.		After each observation the areas of improvement can be addressed and worked upon from each half term. Improving staff CPD and delivery	Create feedback pro forma to be able to give to class teacher at end of session highlighting focus points.
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:

<p>Sport Specialist CPD.</p>	<p>Attend annual PE network conference</p> <p>Attend termly PE network meetings to be updated with changing practices, competitions.</p>		<p>Clearly transferrable into the curriculum. Delivery of the topic that CPD has been received in has improved the delivery of session, learning of pupils.</p> <p>Noticed by Sport Specialist and class teacher</p>	
<p>Pupil Voice – Using the school council to communicate change for all pupils</p>	<p>The children go through their class representative – school council discuss the clubs on offer and any wanted change. GS feedback to DJ</p>		<p>The sports wanted by the pupils can be implemented or an external provider can be contact if not possible within school.</p>	<p>Have sports ambassador feedback comment box to provide communication method for all pupils to sports ambassadors and sports specialist to implement change.</p>
<p>Parents in for PE – allow parents to come and join the lesson and see a typical PE provision their children are receiving.</p>	<p>Letter to children inviting them to bring one parent/guardian each to the PE lesson.</p> <p>Now paperless so link will be text out to parents when receiving letter.</p>		<p>The children have so much fun, competing against and collaborating with their parent/guardian or teaming up with them to tackle other children and their parents.</p> <p>Provides the perfect opportunity to see the standard of PE at Rise Park. Also observe what their children are like in a lesson at school.</p> <p>Good attendance numbers, feedback from parents is positive and shows excitement for the next similar opportunity.</p> <p>Parental feedback and feedback from Family Support Worker within school.</p> <p>Parents in for PE, strengthening relationships with our parents.</p>	

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:
Participation in Nottingham City School Competitions	<p>NST send out the competition being held each half term. NK and DJ agree the competitions are chosen to attend depending other school clashes.</p> <p>Which year groups to choose depending on current access to sport enrichment.</p>		<p>Participating 6 intra school competitions which allowed 65 children to represent Rise Park (18%).</p> <p>29 of these children are pp (45%)</p> <p>Covid did prevent competitions during the spring term.</p>	To enter at least 15 City competitions mixed variety of sports to cater for different interests
Participate in Family School competitions	Within aspire – our family school set up, through responding to emails from other Sport Specialist. We can arrange competitions based at the home school to run a competition exclusive to our family schools only. Great for the children that wouldn't typically put themselves forward to represent the school.		<p>Increase number of pupils that represent the school in competitive sport.</p> <p>The Sport Specialists become familiar, collaborate, share ideas and make plans.</p> <p>The children show resilience and personal development growth when competing against other schools.</p>	Hold a family school competition.
Sheriffs challenge – Used for personal develop and inter school competition.	The Sheriff's challenges courses are set up on the playground. The children are familiar with the		The children show Respect for the rules of Sheriff's challenge and one another. Resilience not to stop when they become tired and the difficulty increases, collaborate and encourage each other. (3 of our PE Key Drivers).	Continue to monitor

Personal Best Challenges – Reinforcing the enjoyment and resilience side of competition.	As an activity at lunchtime, each week a personal best challenge is set up (skill based). Anyone can take part the best score over course of the week get a Personal Best certificate in assembly.		Children enjoy the different challenges set by the Sports Ambassadors, which show creative flare designing the challenges. Children respectfully compete teaching lessons. Motivate by the reward in assembly.	Extend to KS1 playground – Now PBC are popular
PE key drivers	Four key drivers have been picked, as area's our children need to develop within. Intend to use PE as the tool during planning and lessons, lunchtimes, after school clubs and competitions.		The children show Respect for the rules of Sheriff's challenge and one another. Resilience to not stop when they become tired and the difficulty increases, collaborate and encourage each other. Emotional welfare growth (empathy) – understanding theirs feelings and others. Pupils have gained valuable experience when competing against others learning how to win and lose effectively.	Have a key driver display in school for children to refer to.

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