

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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.

Cromwell Primary School

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>-30 minutes of daily physical activity embedded across all year groups.</p> <p>-Play Leaders successfully led lunchtime activities and supported other sports related activities.</p> <p>-100% of KS2 pupils participated in personal best challenges and intra competition.</p> <p>-The School were awarded a Virtual Games certificate by the school games organiser (KESSP)for the virtual sports day which took place during Covid19, in the summer term.</p> <p>-The school were also awarded the School Games Award by the school games organiser for taking part in school games events.</p> <p>- Staff subject confidence audit identified need for CPD in gymnastics and dance (staff given training).</p> <p>-First session of Yoga CPD was delivered in Spring, the second session was postponed due to Covid19.</p> <p>-Sports club attendance for KS1 Autumn term: 35% Spring term: 33.5%</p> <p>-Sports club attendance KS2 Autumn term:58% Sprint term: 70%</p> <p>-This year we entered a wider range of competitions and festivals, including Boccia, SEND Sunshine Festival, Dodgeball, Hockey and Athletics.</p> <p>-Tracking system developed to identify which pupils are participating in extra-curricular activities and competition. The tracking allows break down of data in terms of: gender, SEN, pupil premium and ethnicity.</p>	<ul style="list-style-type: none"> - To continue to create opportunities for inter and intra competition for KS2. - To develop inter and intra competition for KS1. - To improve attendance for clubs in KS1 and KS2 - CPD for staff will continue to be a high priority with support from King Edwards School Sport Partnership. - To increase the number of pupils who can swim 25m and perform safe self-rescue in water-based situations. - To continue to build on the success of Sports Play Leaders by creating opportunities for them to lead activities. - To continue to develop the use of assessment. - Continue to track pupil participation in extra-curricular activities to ensure that target groups are participating. - Continue staff CPD and yoga sessions for pupils. - To continue 30 minutes of physical activity daily. - Apply for School Games mark 2020-2021

Meeting national curriculum requirements for swimming and water safety.	
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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.	43%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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
Additional swimming lessons for Year 6 were booked for the Summer term to target pupils who could not swim 25 metres or more and to train pupils to perform safe self-rescue. The swimming lessons did not take place due to Covid19.	

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: £17,780	Date Updated: September 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:
				31%
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: £5500.00	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Create opportunities for 30 minutes of physical activity a day in school	Physical activity added into daily timetable Range of activities set up for playtimes and lunchtimes		Pupils are achieving their 30 minutes of daily physical activity throughout the school day	Continue to provide opportunities for 30 minutes physical activity.
Raise pupil interest in sports inside and out of school.	School based sports coach delivers lunchtimes and after school activities. The coach will also offer additional activities in curriculum time for pupils who cannot attend after school clubs.	£5500.00 approx.	Club participation has improved as can be seen from the tracking data. Yoga and Fencing were delivered during curriculum time	Celebrate participation in sports as well as achievements. Promote healthy lifestyles through assemblies, Science and PSHE so pupils are aware of the health benefits of participation in sports. Continue to off curriculum time sports for pupils who do not access after school clubs.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				22%

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: £3850.00	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
School staff aware of purpose of Sports premium and uses (PE board display)	Work with King Edwards Schools Sports Partnership (KESSP) Staff from Year1 to Year 6 given CPD opportunities to work with specialist coaches and pupils participate in sports competitions	£3500	<p>CPD timetable set up for all staff to work with specialist coaches which helped to improve staff confidence.</p> <p>All staff made aware of sport premium spending and asked to refer non active pupils for extra-curricular activities. Staff are better informed about the purpose of sports premium and uses.</p> <p>After school clubs set up for KS1 and KS2 and signposting of children to local clubs</p> <p>Play Leaders trained and took an active role in delivering activities at lunchtimes this helped to develop their confidence and leadership skills.</p> <p>Lunchtime staff were also delivering archery at lunchtimes which proved popular with pupils.</p>	<p>Continue to use staff audits to identify training needs. Continue to work KESSP for support and advice related to PE.</p> <p>Use inset time to remind staff about sports premium and purpose and collect ideas for activities their pupils can benefit from.</p> <p>Continue to provide sports provision for all pupils.</p> <p>Raise the profile of pupil leaders by working alongside the School Council.</p> <p>Continue to work with lunchtime staff to support lunchtime provision.</p>

Provide appropriate equipment for a variety of sports activities in and out of curriculum hours	Order sports equipment for whole school for PE lessons and extra-curricular provision	£350.00	Staff and pupils have access to all the equipment they need for PE and break times. There is a good provision of resources.	Continue to provide arrange of equipment.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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: £1745.00	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure pupils have access to quality teaching of PE and sports in curriculum time.	Subscribe to PE Hub planning for Year 1 to Year 6	£245.00	Staff have access to differentiated planning, inclusive planning which helps them to deliver good quality PE lessons. Learning walks showed good pupil engagement.	Continue to subscribe to the PE Hub planning.
Improve progress and confidence of all pupils and improve staff confidence in teaching PE and other forms of physical activity	Continue to work with KESSP for CPD, specialist coaches and general PE support	KESSP funding	Staff audits identified training needs in gymnastics and dance- CPD was delivered in Spring term 2020. Staff CPD curriculum map was created to show the CPD that will be delivered. Session 1 of Yoga CPD was also delivered in Spring term 2020 (session 2 could not be delivered due to Covid 19) (OAA training was not delivered due to Covid19) Teachers reported higher levels of confidence with teaching dance	Ensure that staff PE audits are carried out annually to identify training needs and provide CPD.

	Appoint new PE Lead to support PE	£1500.00 TLR	and gymnastics. Training was not completed due to school closures.	Train new PE Lead
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				29%
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: £5214.60	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Offer range of curriculum subjects in PE and after school and lunchtime activities	<p>Increase physical activity provision at breaktimes and lunchtimes by providing a range of equipment. Investment in climbing wall</p> <p>After school and lunchtime clubs for Key stage 1 and Key Stage 2 based on pupil feedback 10 Play Leaders from Year 5 trained to deliver activities at lunchtime with support of lunchtime staff</p>	<p>£4614.60</p> <p>Sports coach and KESSP funding.</p>	<p>Pupils are using the climbing wall as well as the other equipment in the playground. The wall added to the range of equipment that pupils could use to stay active at break times.</p> <p>Questionnaires were given to pupils about what extra-curricular activities they would like (pupil voice). The questionnaires also showed what skills pupils develop from participation in sports, such as: teamwork, resilience and communication). Popular club choices were identified and delivered. Examples of clubs: Football, dodgeball, multi-skills, dance, hockey.</p>	<p>Continue to offer a range of subjects within the PE curriculum as well as a range of extra-curricular activities.</p> <p>Continue to use pupil voice to make decisions about what activities to offer and identify the benefits (physical and mental) for pupils who participate. Track pupil participation in clubs and competition to identify inactive pupils. Train new Play Leaders to deliver and support lunchtime sports activities.</p>

			Curriculum time fencing club was set up for pupils who cannot access after school clubs.	
	Develop links with local clubs (Birmingham City football club, Chance 2 shine cricket)		Chance to shine cricket assembly for whole school and cricket sessions delivered for KS2 to promote club links Birmingham City football club link could not be followed up due to school closures.	Continue to build links with local clubs and signpost pupils.
	Introduce Yoga from Reception to Year 6 for physical and mental well-being	£600.00	Yoga session 1 for pupils and CPD for staff was delivered for all pupils during curriculum time. Session 2 was not delivered due to school closure. The yoga questionnaires showed pupils were able to use strategies from the session to help them with relaxation techniques which helped their physical and mental well-being.	Reschedule Yoga CPD and deliver when it is safe to do so.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.5%
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: £440.00	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide additional competitive sport opportunities to engage more pupils in competition Increase intra and inter school competitions	Allocate funding for transport to competitions and sports festivals. Create opportunities for intra-school competitions	£300.00	<p>All KS2 pupils took part in intra competition, KS1 intra competition did not take place due to Covid19.</p> <p>Pupils in KS2 took part in inter competitions and festivals organised by KESSP. Conversations with pupils showed that taking part in competitions helps to motivate them achieve their best. Plans for KS1 inter competition did not materialise due to school closures</p> <p>The school took part in more inter and intra sport this year which the pupils really enjoyed.</p>	<p>Continue to work with KESSP and build links with local schools to arrange competitions</p> <p>Continue to set up intra competition opportunities for KS1 and KS2.</p> <p>Planned questionnaires understand the positive impact of sports participation and competition on pupils could not be carried out, due to school closures. Use the tracking system to ensure that all children participate in competition.</p>

	Purchase medals for sports day	£140.00	The school held a virtual sports day in the summer term which replaced the planned sports day. Medals are normally given as an incentive for participation but due to Covid19 pupils were not given medals. The virtual sports day helped by reminding parents and pupils about the importance of physical activity, sports and overall health.	Set up virtual competitions and sports day if there are Covid19 restrictions. Continue to use incentives such as: medals, trophies and stickers to incentivise participation.
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Signed off by	
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Date:	09.2020
Subject Leader:	S. Bi
Date:	09.2020
Governor:	S. Parveen
Date:	09.2020

NB: Outstanding spend from 2019-2020 sports premium will be added to the sports premium funding for 2020-2021