

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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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.

Key achievements to date March 2020:	Areas for further improvement and baseline evidence of need:
<p>These key achievements are what St Nicholas Catholic Primary School have achieved up until March 2020 due to the current pandemic.</p> <p>This year we focused on Key Stage One will being more involved in competitions through intra competition, we based this on multi-skills.</p> <p>Year 4 and year 2 competed in a Dodgeball competition for the first time this year widening their sporting knowledge.</p> <p>The year 5/6 football team have played more matches this year and really worked hard on sportsmanship and working as a team, win or lose.</p> <p>The year 2 children went on a gymnastics workshop that was based in their community, this really interested the boys as they got to met the gymnast Nile Wilson which engaged the boys to recognise gymnastics is not just for girls.</p> <p>The KS2 children competed in a Cross-Country Competition.</p> <p>Getting more children active at lunch times has been a real success this year.</p> <p>The Irish Dancing Club has been a very popular club, as it was introduced this year we are hoping to continue this into the future.</p>	<p>We need to ensure that we maintain our high levels of participation and involvement in both local and city-wide events. We pride ourselves on being a school that is committed to competitive sport and to maintaining high standards of delivery, commitment, energy and skill. Through our involvement in PE and Physical activity we firmly believe that inspire our CYP to become the very best they can be in all aspects of their lives; academically, socially and physically.</p> <p>To do this we will continue to:</p> <ul style="list-style-type: none"> ● Offer a wide range of extra-curricular sports and widen this to include the younger children in school through the employment of a dedicated sports coach ● Replace some of the aging equipment in school ● Maintain our high levels of participation at school games ● Maintain our focus on 30:30 and ensure that our CYP aim to be as active as possible each day ● Look into the possibility of wake up shake up activities ● Ensure that children understand the importance of fitness as well as sport activities ● Have more intra sport competitions ● Add B and C teams to events to promote inclusion ● Allow all children the opportunity to compete in a competition

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?</p> <p>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.</p>	90%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	100%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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: 2019/20		Total fund allocated: £18,527		Date Updated: June 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: 2%
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?:
The active mile was reintroduced at the beginning of the year, this is to make sure all children are active for 15 minutes on there lunch time. Children can walk, skip, jog or run during this time.		Dinner time staff to run the daily mile.		£125 £157	Children are more aware of their fitness levels and are keen to increase them especially years 5 and 6.
Play leaders from our G&T KS2 children for our KS1 children so they are able to plan and lead lunchtime sessions for all from KS1 to be involved in		Dinner staff to ensure the play leaders are keeping the children active. Play Leaders are timetabled to go onto the KS1 playground.			KS1 children are now more active and listen well to the KS2 children. Children are taking on more of a leader role. They are allowed to plan their own sessions, giving the children more confidence.
Lunchtime sports club has been introduced for KS2 children – this is an extra opportunity for children to be more active on a lunch time.		Health for All started after February half term 3 times a week. This club is available for anyone who would like to take part of the day.			Behaviour has now improved on the KS2 playground at lunch times and chn are more involved and active. We have seen a number of inactive children who do not normally chose to participate in sports, go to the club and become more active.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:

			4%	
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:
Jasmine – Real PE This scheme allows all children to join in confidently, it has differentiated the skills therefore all children are engaged and can identify the skills and challenge themselves.	PE leaders have undergone training to identify how to correctly let the children take on their own learning. PE leaders have met with the staff in order to implement the new way of teaching.	£860	Children are more engaged with self-competition, they are constantly trying to push themselves and are gaining a sense of achievement and pride. Children are beginning to understand their next steps.	For all staff to be using the assessment tool in the hall during lessons, with clearly explanations on where they are as a class and what they need to do to make it to the next step. For the children who are complacent, staff need to encourage the children to further develop.
During sports week we show the children how sporting skills can be transferable into other lessons across the curriculum.	PE leaders planned a virtual sports week (due to the pandemic) this included cross curricular subjects.		Children sent in their activities via class dojo, this showed that children were engaging the sports week at home, this week the children were living an active lifestyle.	Hopefully next year sports week will be completed during school, usually have one in Autumn and one in the Summer term.
PE displays are visible within the school hall, on the display there is a clear assessment tool, gymnastics, handling equipment, team photos, year group evidence using photographs.	Displays are visible for all children and staff. The assessment display is used throughout indoor PE sessions so the children can clearly see where they are working at and what their next steps are. Team photos provided a sense of achievement and pride for the children, these are updated termly.		Children can identify the PE displays.	Children to fully understand why the displays are there and to use them within the lessons, especially the assessment and gymnastics display. Children to safely move equipment by using the Handling Equipment display.
Children to be more involved in a wider range of sports, these are intra and inter competitions and workshops.	PE leaders have established quality partnerships with outside companies such as Active Schools, Health for All, Street Works Soccer Academy and Leeds Rhinos.		Dodgeball was introduced to the school this year for some year groups competing in competitions. Gymnastic workshop from the community was attended which	Once we are showing some normality in school more intra and inter competitions will be attended. To make more links within the community to show the

			engaged the KS1 children. Football games were played where children could watch and cheer on their school as well as the players involved.	children what is available in their area.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				69%
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:
We employ a sports coach and teacher through the ELCC (based at Corpus College) who works with all four primary feeder schools and with the College. EL works in each school for one day a week and coordinates a celebration event for all the year groups at the college at the end of units of work. This enables our CYP to take part in friendly games which are both competitive and supportive of all sporting abilities. EL's role is also to model good PE practice to colleagues and encourage them to deliver a wider range of sporting and physical activities.	Employ a sports coach across the four feeder schools in the ELCC and ensure that they deliver quality first PE lessons across a range of disciplines so as to provide CPD for all staff. This person will also coordinate the friendly games that are the feature of all units of work. Liaise with CCCC over the use of the sportshall to deliver these.	£2,000 £5,000 £1,565 £4,290	Staff work on an annual basis with EL. There is a clear timetable of events planned through the year as well as opportunities for less experienced staff to work with a PE specialist. The CYP also experience high quality PE lessons which in turn leads to greater levels of participation and skill. This also encourages and inspires staff to continue this provision.	EL to work with new members of staff. After staff surveys are create EL skills will be used to develop staff where needed.
Leeds Rhinos Foundation – we pay for a sports coach from the Leeds Rhino Foundation to come in and work with the children for Autumn 1, Spring 1 and Summer 1. They work with the teachers of the classes to show them different ways to engage the children. The staff take on these activities to use in their own	Leeds Rhinos to meet with staff and co-teach explaining how to differentiate games to include all children.		Confidence in staff and in activities taught. Children enjoy the sessions and show great enthusiasm when they get to work with the coaches.	To continue to show different games and ways to deliver skills.

<p>sessions.</p> <p>Real PE Jasmine – we have introduced Jasmine from Real PE in Summer 2 2019. This was used for the academic year 2019/2020. This is an interactive scheme that will improve the knowledge of differentiation and inclusion for the staff. They can create their long-term plans from this. This scheme is to improve the child as a whole and not just focus on the skills.</p> <p>Active Schools Plus – this is for subject leaders to improve their knowledge. Fortnightly memos are sent out with courses, workshops and competitions for the school. This includes the Schools Game Mark.</p>	<p>Staff to beginning to use Jasmine to get a feel for this scheme. Staff to work with each other and to give feedback to subject leaders about the interactive software.</p> <p>PE Leaders attend termly courses offering a wider range of topics. In September EC went to one based on taking PE into the classroom and cross curricular activities. In January KW went on a course based on lunchtime activities and active breaks.</p>		<p>Differentiation to make inclusion for all children. Gives the children the ability to push themselves and learn about healthy competition not only against each other but against themselves.</p> <p>More active breaks are happening within the classroom down in KS1. PE equipment has been used to develop creative lessons for other subjects. The school has continued with Gold for the School Games Mark.</p>	<p>Subject leaders to undertake training to ensure they can help staff with the new scheme. Training for staff with co-teaching and staff meeting to help with planning and assessing their class.</p> <p>More active breaks to be happening across the school.</p> <p>More cross curricular activities to happen, taking the classroom outside.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

25%

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:
Additional achievements up to March 2020: Sportshall and Outdoor Athletics Club Irish Dancing Club Netball Club Football Club Rugby Club Multi-skills Club Skipping year 4s Gymnastics Taster Session KS1	To expand on after school club opportunities To expand on lessons taught during PE- making sure skill is taught to enhance sporting activities.	£1,430 £2,450 £775	More children have been joining the after-school clubs. KS1 children being involved in more competitions and workshops.	To continue to offer a range of activities for children to take part in. Look at coaches available to support the school deliver a larger range of activities.

Girls Football Taster Sessions Multi-skills lunchtime Club Dodgeball Competitions				
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Up until March 2020: Football Matches Cross Country Competition Multi-skills Competition KS1 Sportshall Athletics A and B teams Skipping School – Competition Year 4 Dodgeball Competitions Year 4 and Year 2	Girls football club started in March will continue once possible. More clubs available and more opportunities for children to take part in. More competitions with the company Health for All.		Leeds United Wild Cats to teach the girls football team. New Irish dancing club as an opportunity and able to take part in the St Patricks assembly (will continue for next year). The school took part in a number of competitions.	To look at our SEN children to continue inclusion for their physical development. Multi skill opportunities for reception children to take part in with other schools. To be involved in a wider range of sporting competitions making links with the community.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	E Chatt and K Wallis
Date:	09.06.2020
Governor:	
Date:	