



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](#) 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 until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Abbey Road Primary School provides a wide and increasingly varied range of curricular and extra-curricular sporting opportunities - available to all children - contributing to their health and well-being. All our children have the opportunity to learn to ride a bike, cycle in curriculum time and attend an after school club.</p> <p>The successful delivery of our PE provision, as well as the valuable (voluntary) contributions of staff and parents, has made Abbey Road a successful school within Rushcliffe when it comes to competitive sports. We believe that involvement in sport has a positive influence on the concentration, attitude and academic achievement of all children. In both 2018 and 2019 we were awarded the 'School Games Gold Mark', in recognition of the opportunities available to our pupils.</p> <p>This year Key Indicator 3 'Increased confidence, knowledge and skills of all in teaching PE and Sport' is a priority; this links to our whole school priority 4 'To further develop a positive workplace culture and promote staff wellbeing'</p> <p>Observations during playtimes, discussions with children and club registers continue to indicate that children become less active as they reach the top of KS2 and particularly in Y6. Whilst some children are very active, the group of children who aren't increases as children progress through the school.</p>	

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.	98.8%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	98.8%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	98.8%
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: 2018/19	Total fund allocated: £	Date Updated:		
<p>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</p>			Percentage of total allocation:	
			21%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Ongoing development of Sports Leaders and school staff to encourage activity of all pupils at play and lunchtimes remains high. Continued promotion of active travel to school.	Sports Leader Training (initial and ongoing).Purchase new equipment – break & lunchtime active play. Active travel to be encouraged/increased. Whole school to take part in active travel 'Big Pedal' week.	£1200	Pupils to take on leadership and volunteer roles that support sport and physical activity within the school, enabling more children to get involved in active play at break & lunchtimes. <i>Big Pedal week did not happen due to coronavirus.</i>	New set of sports leaders next year as the current ones leave for secondary school. Continue to promote. Development of all-weather cycle trail to encourage bringing bikes to school (active travel)
Increase/ maintain the number of Y6 children who come to bike club at a time when previous evidence shows the children become less active and start to give up sports clubs/activities	Year 6 Bike Club Residential	£500 <i>Not spent due to coronavirus</i>	<i>Did not happen due to coronavirus.</i>	Continue with next year

<p>Target least active children by offering clubs/ activities that appeal to them whilst still engaging with the most active children</p>	<p>Aikido Taster days (Y1-Y6) Aikido Club Zumba Club</p> <p>Year 6 girls to attend 'Rushcliffe Physical Activity Festival'</p> <p>Bike club trip to Hicks Lodge (supply cover)</p>	<p>£190</p> <p>£230</p>	<p>Increase the number of children who are engaged in an extra curriculum club.</p> <p><i>Did not happen due to coronavirus.</i></p>	<p>Development of all-weather bike trail to increase activity during lunchtimes</p>
<p>Ensure all children have sufficient opportunity to meet the National requirement for swimming.</p>	<p>Swimming</p> <p>Booster sessions for children in Y5&6 who have not met the National requirement.</p>	<p>£2,000</p>	<p><i>Did not happen due to coronavirus.</i></p>	<p>An increase in sessions may be needed next year.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
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>Increase the number of children who are active during break and lunchtimes; decrease the disruptive play/behaviour during break and lunchtimes that currently has a negative effect on learning once the children return to the classrooms.</p> <p>Increase the number of children who ride their bikes regularly (including to/from school) and increase their skill level.</p>	<p>Develop an all-weather bike trail within the school grounds.</p> <p>Provide coaching for all the children so they are safe to ride the trail.</p> <p>Develop sports leaders to ensure the trail can be used during breaks and lunchtimes</p>	£4000	<i>Delayed due to coronavirus.</i>	<i>Delayed due to coronavirus.</i>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<p>All staff who teach PE to access CPD. <i>(All staff to identify the unit of work they are least confident in delivering. Subject Leader will then look to link them to an 'expert' who they can deliver the unit alongside)</i></p> <p>Subject Leader to be approachable and available to support staff with planning and delivery of curriculum PE.</p>	<p>Subject Leader to create a questionnaire from which staff's confidence, knowledge and skill in teaching PE can be assessed.</p> <p>All staff to work alongside a subject specialist for a half term sequence of lessons, in order to develop better teaching and learning for the children.</p> <p>Release for Subject Leader to attend local meetings to access local opportunities and CPD. Subject Leader to ensure all staff are aware of additional opportunities for CPD and supported to attend whenever possible.</p>	<p>£5000</p> <p><i>(only £3000 spent due to coronavirus)</i></p>	<p>PG took part in Dance4 CPD - his confidence in teaching high quality dance increased from 0/10 to 10/10</p> <p>AA worked alongside a tag rugby coach - her confidence in teaching high quality tag rugby increased from /10 to /10</p> <p>PG worked alongside a gymnastics coach - his confidence in teaching high quality gymnastics increased from 2/10 to 8/10</p> <p>MR worked alongside a gymnastics coach - her confidence in teaching high quality gymnastics increased from /10 to /10</p> <p>KP worked alongside a gymnastics coach - her confidence in teaching high quality gymnastics increased from 6/10 to 9/10</p> <p>EB worked alongside a gymnastics coach - her confidence in teaching high quality gymnastics increased from /10 to /10</p>	<p>3 year groups CPD was cancelled due to coronavirus – this will need to be in next year's plan.</p> <p>Staff meeting time to be used to share ideas/planning for those staff that received their CPD.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
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:
PE curriculum to be broad and balanced reflecting the varied expertise of the staff team and providing all children with the opportunity to excel. Subject leader to ensure there is an appropriate progression of skills within this curriculum.	Subject leader to meet with TH to ensure progression of skills in PE is clear and communicated to all staff within our whole school curriculum review.		<i>Delayed in part due to coronavirus.</i>	Staff meeting time required.
Continue with successful clubs. Establish at least two new sports clubs (min 6 weeks).	Subject Leader to explore new opportunities – in particular looking for sports that might engage the least active pupils.	£300	New clubs: <ul style="list-style-type: none"> • Table tennis • Aikido • Zumba Number of children attending a club increased by 10%	Plans to continue with table tennis and Aikido. Whilst the above clubs have been successful they do not attract sufficient girls. Zumba has not provided sufficient activity for the children. Subject lead to look for an alternative provider of a club that would engage more girls in being active.
Each year group to experience at least two new sports – taster session/ trip/ festival etc	Subject Leader to contact aikido coach, to set up some taster sessions for all children. Whole school (intraschool) duathlon competition.	£300	Aikido clubs established. <i>Did not happen due to coronavirus.</i>	Whole school (intraschool) duathlon competition carried forward. All year groups to receive bike coaching to enable they are able to ride the new bike trail safely.

<p>Increase storage facility for PE equipment so a broader range of sports and activities can be offered.</p>	<p>Re-roof PE shed. Purchase of a new shed</p>	<p>£3000</p>	<p>Space for more PE equipment. Wider range of sports on offer to all children.</p>	<p>We now have sufficient waterproof space for PE equipment.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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:
Continue to increase the opportunity to represent the school in intra and inter school competitive sport and therefore engage more pupils. Run at least two new interschool competitions in an area staff are experienced in eg bike races/ cross country/ football	Engage all pupils in an additional intra -school competitive event (duathlon). Increase the number of inter school competitions we enter by at least 3 (whilst still maintaining the previous competitions we have entered) therefore giving more children the opportunity to take part. Contribution to Rushcliffe Borough Sports Partnership that organises over 20 competitive inter school events and training opportunities. Subscriptions to sport associations and Governing Bodies to enable access to high level competitions (Notts FA subscription). Contribution to the staging of family athletics 'School Games' event. Purchase of equipment required for quality competition.	£200 £1500 (supply cost and transport when whole classes to events) £730 £120 £280 £365	Broader range of pupils – from different year groups were able to experience both sporting tournaments and festivals although this was hugely limited by coronavirus	Run at least two new interschool competitions in an area staff are experienced in eg bike races/ cross country/ football

Signed off by	
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