

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • An improvement in the strength of teaching within PE lessons amongst all class based teachers. • All children have access to at least 30 minutes of daily activity at school • Structured play during lunch time is now fully embedded in all three playgrounds. • Strengths and areas for improvement within the teaching of PE have been identified and highly tailored CPD has been put in place due in March 2020 prior to Covid 19 lockdown. • Continuation of our partnership with Leeds Active Schools and Leeds Rhinos. • A baseline assessment for pupil achievement in PE has been undertaken • A baseline assessment for teaching PE has been undertaken and reviewed throughout the year • PE Assistant role is further developed to enhance teaching within PE lessons and other physical activities • Craze of the week and skills based has allowed for increased physical activity as well as introducing different personal best challenges that change week by week. Conversations with children show that this aspect of the playground is popular. • Entered 6 inter-school competitions including 2 b teams in netball and football. 	<p>Fully embedded intra-school competitions across the school.</p> <p>Complete focussed teacher training that was due prior Covid 19 lockdown</p> <p>Continuation of the Real Legacy package including the launch of Real Play and Real Gym</p> <p>Taking into consideration adaptations and new principles in relation to Covid 19 guidelines we aim to further improve:</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?</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>	<p>20% (18/90) of children can swim 25 metres</p> <p>All children were non-swimmers at the time of undergoing swimming lessons.</p> <p>53% (48/90) of children can swim at least 10 metres</p>

	73% (67/90) of children can swim at least 5 metres.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	9% (8/90) of children could use a range of strokes over 25 metres.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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

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:
				%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure and demonstrate that all pupils across all year groups have access to 30 minutes of physical activity a day.	<ul style="list-style-type: none"> Produce YTS heat map for physical activity in year 1 and year 5. PE Lead to consult teachers from other year groups re: heat maps. Map out the physical activity with designated staff member within each year group. Review structured playtime provision half termly across all three playgrounds with an emphasis on KS1. Train new staff with Health and Safety protocols with the Gym@Harehills <p>Input evidence into Create Development wheels</p>	£1200 for Active Schools partnership.	<p>Evidence collated from heat maps and general discussions show that all children have access to at least 30 minutes of daily activity. Children who take up the median level of activity are well above 30 minutes per day.</p> <p>KS1 structured playtimes are working well and consistent in its success with the embedded structures in both KS2 playgrounds.</p>	<p>Real Play programme is implemented and targeted at pupils/families who when given choice, do not take up the facilities offered, in order to make physical activity a conceivable option.</p> <p>Consider activities within the school grounds given the limitations surrounding social distancing and the effects that has on physical and mental wellbeing.</p>
Timetable Real Play as part of our Physical Activity diet within school	<ul style="list-style-type: none"> Children and families are identified to undergo 12-week scheme. PE Lead to model practice to PE Assistant so he can ensure continuity of the project in the case of staff absence. 		Real Play programme was due to take place in the summer term however amid the lockdown the first cycle of the Real Play programme will take place 2020/2021 at the earliest.	Liaise with Create Development Consultant Gail Palmer-Smeaton.

	<ul style="list-style-type: none"> Case study along with assessment data is published on the website. 			
Continue to our partnership with Leeds Active Schools and Leeds Rhinos.	<ul style="list-style-type: none"> Subject Leader to attend Active School's meetings Participation in Active School's and Leeds Rhinos competitions – see KI4 Rhinos Locality Officer demonstrates modelled practice for all teachers across school. 	£4500 for Leeds Rhinos Partnership	Staff received additional support in the teaching of PE.	
Start the Scoot-Ability project and embed within UKS2.	<ul style="list-style-type: none"> Consult with Scoot-Ability representative. School council and school council governor to form a strategy to encourage use of scooters as a leisure activity and as a means of transport. Make a risk assessment for scooting and ensure that all parties including pupils and staff participating within the project are aware of their responsibilities with regard to H&S. 		School council were consulted and risk assessments were in place for the project to start in Summer 1.	Implement the project when it is safe to do so, monitor its success and reserve money to reinvest should the project produce positive and sustainable results.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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>Teaching and learning within PE lessons across school is ever-improving whilst having a cultural emphasis on the six learning behaviours</p>	<ul style="list-style-type: none"> • Create Real Legacy login details for any new members of staff • Conduct PE lesson visits • Identify strengths and areas for development • Where necessary model practice to relevant members of staff. • Hold learning conversations with a focus on the six learning behaviours • Use the feedback taken from the lesson drop ins and informal conversations with teachers to inform highly focussed training for smaller groups of staff. 	<p>£3500 to final instalment on Real Legacy</p>	<p>Lesson drop ins have demonstrated an improvement with the teaching and learning of PE lessons across the breadth of the school.</p> <p>All staff use the Jasmine platform to teach PE lessons. When reviewing the teacher questionnaires submitted before and after the whole school training, one particular teacher identified herself as being a under confident PE teacher, and considered PE a real stretch. A recent lesson 'drop in' demonstrated not only a high-quality PE lesson but a real level of expertise befitting of a consummate PE teacher. This is one of several success stories amongst our teaching and support staff.</p> <p>Consultations with teachers had informed highly focussed training to all teachers within year groups. This was due to take place in March 2020 but was curtailed as a result of lockdown.</p>	<p>Continue to use lesson drop ins as a way of monitoring the successes within PE lessons.</p> <p>Undergo PE training once it is safe to do so whilst considering the new principles that may have to be implemented amid the Covid-19 pandemic.</p>
<p>Please see PE Assistant role referenced in KI 3</p>				

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:
The second-year journey of Real Legacy scheme is planned.	<ul style="list-style-type: none"> Assess Real Legacy achievements of 2018-2019 Plan second-year journey of Real Legacy scheme with Area Consultant (Now Autumn 2 week 6) PE lead to undergo Real Gym training in November 	£3500 to final instalment on Real Legacy	 <p>The above picture is a visual representation of our baseline assessment at the start of our Real Legacy journey in November 2018. The inner circles are the earliest achievements with: red – emerging orange – developing green – embedded</p>  <p>The above picture is a visual representation of our assessment of our Real Legacy journey as of May 1st 2020. Compared to first picture this shows development particularly within the</p>	<p>Real PE: Highly focussed training for all teaching staff with a focus on shifting the responsibility to the learner to take place as previously planned.</p> <p>Real Leaders: Julie Goodlad – Real Leaders Co-ordinator – to review practice and implement a condensed Real Leaders project within her class with a view to the Real Leaders programme being revitalised for Sports Events - including the planned UKS2 Come and Try events in 2021.</p> <p>Real Gym: Alec Waddington and J. Goodlad to undergo the Real Gym in 2020-2021</p> <p>Real Play: Be open to the possibility of promoting play and physical activity in a more digital way, within the school's ICT policy and framework. Launch the first phase of Real Play in 2020/2021 if it is safe to do so.</p>

			<p>middle sections, and other sections changing in colour to show improvement within that particular criteria.</p> <p>The Legacy Wheel mirrors many of the key indicators within this document and will later inform the success/next steps of the Real Legacy journey.</p>	
<p>Clear progression of skills demonstrated in PE lessons throughout EYFS - Year 6 and children to articulate this during lessons</p>	<ul style="list-style-type: none"> • Learning objectives are shared and clearly explained in all PE lessons with a particular focus on the skill. • Ensure that the current SOW has a realistic progression of skills throughout their respective curriculums • Identify strengths and areas of improvement for teachers within their year groups to inform CPD training. • Relevant staff to team teach PE lessons with Real Legacy Area Consultants with reflection time and feedback included within this CPD 		<p>As referenced in KS2.</p> <p>All staff use the Jasmine platform to teach PE lessons. When reviewing the teacher questionnaires submitted before and after the whole school training, one particular teacher identified herself as being a under confident PE teacher, and considered PE a real stretch. A recent lesson 'drop in' demonstrated not only a high-quality PE lesson but a real level of expertise befitting of a consummate PE teacher. This is one of several success stories amongst our teaching and support staff.</p>	<p>Teachers to revisit the Learning Nutrition documents as seen in September 2019.</p> <p>Teachers undergo the highly focussed training.</p>
<p>PE lessons show a cultural responsibility shift from teacher to learner</p>	<ul style="list-style-type: none"> • Relevant staff are introduced to the Learning Nutrition document • Staff to complete their self-assessment • Modelled teaching by PE lead and Area Consultant. • Lesson drop ins and learning conversations demonstrate a shift in responsibility 		<p>Teachers all completed the Learning Nutrition documents to help inform further training scheduled to take place in March 2020 which was curtailed due to the lockdown.</p>	<p>Real PE: Highly focussed training for all teaching staff with a focus on shifting the responsibility to the learner to take place as previously planned.</p>

The 3.5 days with the Real Legacy Area Consultant are mapped out and utilised	<ul style="list-style-type: none"> • Meet with Area Consultant • Share achievements of previous year and identify priorities within the scheme • Delegate Area Consultant's time to the areas of the school that require 		Two days mapped out for highly focussed training to teaching staff which will be reorganised for next academic year.	
PE Assistant role is further developed to enhance teaching within PE lessons and other physical activities	<ul style="list-style-type: none"> • Discuss avenues for continuing professional development • Monitor delivery of PE Assistant's teaching • Monitor delivery of PE Assistant's school club • PE Assistant begins to mentor additional members of staff 	£8,500 allocated from Sports premium	<p>Lesson drop ins and general feedback from teachers show the PE Assistant delivers high quality provision within PE and physical activities. The PE Assistant role is a strong fixture within the Harehills's vision for PE, PA and SS.</p> <p>The PE Assistant successfully delivers many PE related interventions across the whole school to targeted pupils who:</p> <ol style="list-style-type: none"> have physical barriers that affects whole school learning. have social barriers that affects whole school learning. who are new to school and work in small teams as an ice breaker. <p>One KS2 teacher has said that his contributions to one particular child has helped significantly to their engagement and attitude towards their whole school learning.</p> <p>The PE Assistant, alongside guidance from the PE Subject Lead has successfully mentored a college student and in doing so, raised our capacity for PE within the school.</p>	Continue to monitor and feedback on the role of the PE Assistant and take up any offers for additional placements from local colleges and universities.

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	Make sure your actions to	Funding	Evidence of impact: what do
			Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Opportunity for at least one (two) personal best challenge for all KS2 pupils.	<ul style="list-style-type: none"> Launch Personal Best Challenge in assembly Create template for teachers to use in PE lessons	£1200 for Active Schools partnership.	Overall impact hard to measure as intra school competitions was set to take place post SATs with a view to implementing across the school in September 2020.	Use links with the local SGO to collaborate and make a sustainable intra-school competition.
Intra-school competitions in six (eight) different sports throughout 2019-20.	<ul style="list-style-type: none"> Audit what provision there is for competitive sports within UKS2 Liaise with school council and pupil voice within class to help shape opportunities for competitive sport Record pupil participation			Pilot intra-school competitions in year 5 with a view to enter the Leeds athletics competition. Select A B and C teams.
Engage a representative group of students within and beyond the curriculum in leading, managing and officiating in School Games activity 10% = 36 KS2 pupils 15% 52 KS2 pupils	<ul style="list-style-type: none"> Create Leader's Squad of 45 pupils Plan Sports Day events for all year groups Model the events to all leaders and assign roles			Julie Goodlad – Real Leaders Co-ordinator – to review practice and implement a condensed Real Leaders project within her class with a view to the Real Leaders programme being revitalised for Sports Events - including the planned UKS2 Come and Try events in 2021.

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:
Inter-school competitions in 4(six) different sports throughout 2019-20 Including 2 'b' teams (three)	<ul style="list-style-type: none"> Map out opportunities for competitions throughout the year, arranging staff with as much notice as possible. Book minibuses Record pupil participation Put news onto school website 		On course to meet the requirements at silver level.	Pilot intra-school competitions in year 5 with a view to enter the Leeds athletics competition. Select A B and C teams.

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