

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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
Lunchtime clubs delivered by outside provider working alongside lunchtime supervisors. Outside provider working alongside a PE specialist teaching assistant. Use of pupil voice to give thoughts and opinions on PE lessons, competitions, extra curricular clubs and overall PE provision (for findings see pupil interviews). Use of 'Challenge Run' to benchmark pupils to establish whether there are any 'gaps' between groups of pupils (physical & psychological). Boys Fairness in Sport workshop delivered by Totally Runnable (Year 5). Girls and Sport workshop delivered by Totally Runnable (Year 4). Assisting with the development of the Inter house festivals. A new SSCO was appointed and CR assisted in discussions regarding competition. Use of staff questionnaires to monitor opinions and views about PE and Sport at our school (for findings see staff questionnaires).	

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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: 2019/20		Total fund allocated: £17,772	Date Updated: 23 rd 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:
				3%
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:
To increase activity during break times and lunch times.	Pupil voice: Ask questions about lunchtime/ break times. Year 6 pupils to lead their own lunchtime clubs. Specialist sports coach to deliver a lunchtime club once per week on a rota basis. Playtime boxes with equipment to use at break times and lunch times.	£0 £0 £225 for 9 weeks £200	Year 6 pupils have increased in confidence to deliver their own lunchtime clubs. There was an increase in children being physically active at lunchtimes, however this could have been improved further by having a better qualified coach. Playtime boxes have been used frequently and children have reported that they found the playground equipment enjoyable as they had 'more to do' Pupil voice 2020. Due to Covid-19, monitoring of this only took place until March 2020.	To increase the amount of lunchtime clubs taking place per week. To ensure the coaches delivering the lunchtime clubs are challenging the pupils appropriately and providing well structured sessions. A change to a different outside provider will ensure this. Due to Covid-19, classes may need to have their own set of playtime equipment which may result in purchasing additional equipment. Year 5/6 children to take part in sports leaders training.

To increase activity within lessons.	Premier League stars package with example 'active' lesson plans given to each member of staff.	£0	Impact not monitored due to Covid-19.	PE subject lead to distribute resources and ideas to all staff using the Premier League stars resources and 'Supermovers' online platform. PE subject lead to monitor active lessons through observations and staff/pupil voice questionnaires.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				17%
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:
To offer a range of sports and activities during sports week.	Organise coaches and teachers to deliver a range of activities over the week.	Price within allocation for whole year with Wakefield SSP.	Due to Covid-19, impact was unable to be monitored as sports week didn't take place.	Use new outside provider to help deliver a well-structured sports day for all classes and additional activities throughout the week.
PE Co-ordinator to assess and monitor teaching and learning of PE across the school.	Questionnaire Informal lessons observations. Lesson support and guidance with planning.	£0	Due to Covid-19, some evidence can be taken from the staff questionnaires. Lesson observations should have taken place in the summer term.	To introduce a scheme of work as staff questionnaires voiced opinions on assessment and lesson ideas in PE. To implement 'PE passport' scheme of work and to link assessment framework to the scheme and adapt LTP. This will enable continuity and

				progression in all areas. New sports provider and PE subject lead will monitor this throughout the year. Staff questionnaire will also be used to plan staff CPD for next year.
Totally Runnable Gender Sport Gap Support Package Identify areas of PE, school sport and physical activity (PESSPA) that are strengths and areas that require improvement. With the help of a Totally Runnable PE expert, create an action plan to address these areas. Identify current fitness and confidence levels of children at Netherton J&I School Identify any individual and groups of children whose fitness and confidence levels are low and put interventions in place for these pupils.	Identify and work towards closing any Gender Sport Gap in PESSPA. Totally Runnable PE, school sport and physical activity Strategy Meeting - 5th December 2019 Totally Runnable Benchmarking. This is made up of a personal challenge called the 'Challenge Run' and a 'Confidence Self-rating'. Timetable this in and communicate it to all teaching staff - 14th November 2019	£2950 Included in Totally Runnable package	Closing the Gender Sport Gap and changing attitudes towards gender stereotypes in sport. Charlotte Reid and Totally Runnable identified pupils doing 30 mins of physical activity in the school day and number of timetabled hours of PE a week as areas of strength. They identified PE assessment as an area that requires improvement. As a whole school we ran 303010m (188miles) in Totally Runnable's Challenge Run. There are significant gaps between girls and boys in Reception and Y3 and on average the boys ran further than the girls. The biggest Gender Sport Gap occurred in Year 3 where boys ran an average of 23% (517m) further than girls. In 4 out of 7 Year	Book another meeting with Totally Runnable to discuss progress made. To target under-performing groups through lunchtime clubs and after school clubs. Can we get the children in those groups to take part? Offer a variety of extra curricular clubs which those children may enjoy (pupil voice)

			groups the girls reported feeling less confident than the boys on average in PE, school sport and physical activity. See attached Totally Runnable Benchmarking Report “Netherton Totally Runnable Benchmarking Report 2019-20”	
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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:
SSCO – Helen Cartwright to support PE lead.	To use SSCO to increase confidence in being subject lead and to ensure subject lead role is implemented correctly.	£1500 (within price for SSCO throughout the year)	Sessions incomplete due to Covid-19.	To continue to work with HC to ensure subject lead role is well implemented and confidence of PE subject lead is increased.
Increase personal confidence and knowledge of female teaching staff in delivering high quality games and techniques related to running.	Totally Runnable Girl on the Run 6-week course – allocate a female teacher to attend all sessions as a role model	Included in Totally Runnable package £2950	Teaching staff gained knowledge on different ways to mix mindset training with physical activity which can be transferred in-to PE and active lessons. Mindset subjects include cultivating a Growth Mindset, Teamwork and Empathy, and Being Brave.	Use the PE display to create a 'growth mindset' area. Create an afterschool club for girls using the knowledge from the course.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30%
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 Specialist TA to support lessons and gain experience.	NC to support PE lessons across the school to gain knowledge and experience in PE.	£2,340	NC has increased in confidence and has delivered some activities independently.	NC to work alongside new outside provider through the 'teacher mentoring programme' to upskill and increase confidence.
Targeted intervention to increase the confidence of Year 6 girls in PE, school sport and physical activity using running as the tool.	Totally Runnable Girl on the Run 6-week course - 7 th January – 11 th February 2020	Included in Totally Runnable package £2950	17 Year 5 girls took part in the course over one half-term. 87% of the girls said they felt more confident after the course. During the course the girls completed a personal challenge in the form of two 15 minute Totally Runnable Challenge Runs. The group ran a total of 28320m on the second Challenge Run. The girls' average confidence increased from 7.6/10	To encourage the Year 5 girls to be sports leaders and role models for younger girls throughout the school. They will take part in sports leaders training. To convey mindset messages used within the course, in the classroom and within lessons.

Drive change to the culture, language and messages throughout school helping to make physical activity 'normal' for everyone.	Totally Runnable Girls and Sport Workshop 21st January 2020 - Increasing awareness of stereotypes and the messages being sent to girls in PE, school sport and physical activity. Totally Runnable Boys' Fairness Workshop 28th January 2020 – Looking at what it feels like when something is unfair and the difference between being in a privileged position compared to a	Included in Totally Runnable package £2950 Included in the package	in the first week to 9.0/10 in the sixth week See girls' Confidence Pathway All Year 4 and 5 boys and girls took part in the workshops. The Girls and Sport Workshop gave the Year 5 girls the opportunity to take part in sport without the boys. They learned running tips to increase their confidence, how beneficial physical activity is for everyone, and examined how women and girls sometimes experience sport. They looked at how some of the challenges around girls' participation in sport can be overcome both in society, school and their own lives. The Boys' Fairness Workshop brought awareness to the Year 5 boys of what girls are up against in terms of messages sent to them about PE, sport and physical activity. This gave them	Y5/6 teachers to work with PE subject lead on this. Check messages on noticeboards and in school newsletters to ensure equal representation of boys and girls. Review our club and competition participation registers. Does it reflect a change in culture – are more girls getting involved? Involve the pupils who participated in the workshops to audit visible messages around school about gender and sport through displays/ assemblies etc.
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	disadvantaged position. Challenging stereotypes for boys and girls in sport. Totally Runnable Stereotypes Workshop 14th January 2020 – Developing awareness and understanding of what a stereotype is and where we might see them.	Included in Totally Runnable package	more empathy and motivation to change their behaviour and expectations around PE, school sport and physical activity in school. They also thought about the unhelpful messages being sent to boys. The Stereotypes Workshop saw the year 4 boys and girls take part in running based games and tips to increase their confidence in physical activity. They then looked at what a stereotype is by discussing where we might see stereotypes in sports, jobs and colours. The workshop concluded with discussion around how we shouldn't let stereotypes stop us from being who we want to be.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1,620%
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:
SSCO (Helen Cartwright) in place to organise and run competitions held at Horbury.	To ensure a wide variety of children of all ages are involved in competitive, non-competitive and disability competitions.	£1500	Increased confidence for all children taking part in competitions.	Continue to pay for the SSCO in order to have opportunities for the competitions.
Enter school games/ competitions that follow on from cluster tournaments.	Increase the amount of competitions attended to offer more children the chance to compete.	£120	Wider variety of competitions which have enabled us to progress through to the WEST Yorkshire Games in Cross Country. Increased club links. Increased confidence for the children when taking part in competitions. School games mark wasn't achieved due to Covid-19.	Enter cluster and WG competitions. Provide clubs and coaching in order to prepare children for the events.

Signed off by	
Head Teacher:	Georgina Haley
Date:	23.07.2020
Subject Leader:	Charlotte Reid
Date:	23.07.2020

Governor:	
Date:	To be discussed next GB meeting 08.10.2020