

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education



CROWLEES J&I SCHOOL
2020-2021

Created by





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:
<ul style="list-style-type: none"> • Additional sporting activities now included in daily activities across school and increased exercise at playtimes and lunchtimes as well as increased use of active sessions in classrooms. • Developed clear intent of PE curriculum to ensure development of appreciation and resilience throughout • Developed staff understanding of importance of fundamental movement skills which are now more explicitly built into whole school curriculum • Successful fund raising for running track now timetabled to take place 2020-21 school year • Successful sponsorship of PE athletics kit to further raise profile of PE in the school and community. 	<ul style="list-style-type: none"> • Develop timetable of the running track to ensure maximum use throughout the school day and beyond • Develop fundamental movement skills in year 1 to ensure readiness for sporting activities, balance, coordination and gross motor skills • Develop resilience, positive attitudes and mind-sets across Key Stage 2 using mindfulness techniques and strategies to enable children to confidently participate in range of sporting activities and develop a love of exercise. • Increase opportunities to develop different sporting skills and exercise at lunchtime play through use of trained PS coach. • Continue to develop and monitor the PE curriculum to ensure coverage, progressions and impact
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.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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: 2020/21		Total fund allocated: £19,600		Date Updated: December 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: %
Intent	Implementation		Intended Impact	Sustainability	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	
Development of fundamental movement skills in year 1 to ensure readiness for sporting activity and increased exercise.	The Sports Leader will plan and deliver Year 1 activities with the focus of improving pupils' balance, agility, co-ordination, gross and fine motor skills.		£2,100/term- £6,300/year 50% from PP 50% from SP £3,150	Supporting and involving the least active children by providing targeted activities- increased physical health- positive impact on mental health	
Development of exercise and sporting opportunities at lunchtimes- extending the range of physical exercise on offer and coaching intervention across all year groups-timetables over the year.	During playtimes and lunchtimes, the Sports Leader will provide pupils with equipment and planned activities to ensure they have an active playtime. They will also ensure lunchtime supervisors have access to the equipment and will act as a role model to the lunchtime supervisors, to ensure they promote physical activity at lunchtimes.		£565/term £1695/year 50% from PP 50% from SP £847.50	To improve targeted pupils' agility, balance, co-ordination, gross and fine motor skills. To ensure pupils remain active during lunchtime. To be an active role model for all pupils and staff. To provide pupils with a range of sporting and physical activities. Positive impact on physical and mental health	
				Sustainability - If the Sports Premium funding ceases, evidence will be provided to the Governors to show the impact of the Sports Leader role on the health and wellbeing of pupils at Crowlees	



<p>Additional equipment to enhance the provision of physical activities and sport school able to offer</p>	<p>Resources required:</p> <ul style="list-style-type: none"> • MUGA basket ball hoops • PE mats • Skipping ropes • Running track 	<p>£4,358.76 to complete</p>	<p>Improve the range of sports offered Develop children's skills and expertise in a range of sports</p>	<p>School can continue to offer a range of sports for all children</p>
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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		Intended Impact	Sustainability
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
PE leader to work across school to develop PE curriculum to ensure coverage and progression of skills.	Check that planning is following the objectives for each year group. Provide support in planning units of work. Ensure that equipment is sufficient to deliver high quality PE across school.	1 day/half term to work alongside colleagues £210/day? £1,260 year	Children will have a clearer understanding of how their skills fit together as they move through school. They will be able to build on learning in previous year groups ensuring progression in skills. Sufficient amounts and quality of equipment will mean that all children can practise skills effectively.	PE curriculum will continue to be planned to build on previous skills and knowledge
PE coordinator to plan with Pennine Sports Partnership to maximise opportunities for sport across all year groups.	PE coordinator will implement competitions, virtually/intra-school initially due to COVID, in conjunction with Pennine Sports Partnership. These will include cross country and athletics initially. Results in competitions will be celebrated through Friday assemblies and through the website raising the profile of PESSPA.	Part of PS partnership Cover cost £210	Most pupils will be able to access competitive activities, as the competitions will be completed within PE lessons and playtimes. This will raise the profile of sporting activities and exercise throughout school as well as increasing opportunities for active children.	Pennine Sports partnership will continue and school will be able to continue to improve range of sports and activities as offered by the partnership.
New playleaders trained (COVID dependant)	Continue to train new playleaders and for current playleaders to play a role in training year 5 play leaders	Part of PS partnership	Develop leadership skills and self esteem of play leaders Raise profile of sporting activities and exercise Increase opportunities for more children to be active	As new playleaders are trained in year 5, they will be able to train the next year 5 cohort as playleaders, developing their leadership skills further.



Continue with promoting and celebrating inclusion in sporting competitions.	PE coordinator to complete new pupil survey about sporting participation across school to confirm inactive pupils to target.	N/A	Children feel inspired and motivated to take part in and pursue sporting challenges and healthy activities. All children have the opportunity to participate in some exercise and organised activities	Once planned, these activities can become part of the school curriculum and extra activities offered.
Increase children's positive attitudes, self esteem and confidence with all activities	6 week PAWsb intervention Autumn 1: year 5 & 6 Spring 1 Years 3 & 4 Develop positive mind sets, emotional regulation and resilience	6 week programmes of support x 2 (1/2 term) £1,140.00 x 2 = £2,280 Funded through PP	Develop healthy minds as well as healthy bodies Broaden children's experience and emotional health as well as physical health	Staff up-skilled with programme and strategies and techniques to share and develop further – put into future planning.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			%	
Intent	Implementation	Impact	Sustainability	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Development of teacher's knowledge and skills in the teaching of dance and gymnastics	Pennine Sports coaches targeted to support year 6 dance and gymnastics units- alternate coach teaching lesson 1, teacher teaches lesson 2 to support and develop subject knowledge	Cost for 2 x ½ term support years 5&6: £190/day Spr1= £1140 Su1=£1140	Teachers develop ability to effectively teach dance and gymnastics skills, confidence in covering all PE areas.	Planning can continue to be used by teachers after the coaching has taken place to ensure sustainability. Teachers will have the confidence to teach the lessons themselves.
Development of staff knowledge and skill in teaching all PE units	Planning to consolidate PE units across each term so that PE coordinator can support and advise teaching each unit and support with resources	N/A	The teaching of PE skills is of a high quality and well resourced. Develops and improves children's physical health and abilities.	Highly skilled PE teaching offered throughout school. Develops good practice and a quality curriculum
Develop RQT's confidence and skill in teaching of year 4 PE units	PE coordinator to work alongside RQT to develop knowledge and skills of teaching year 4 PE units.	N/A	RQT develops teaching and learning of PE- good lessons inspire, motivate and positively impact children.	RQT develop practice and becomes confident with teaching high quality PE sessions.



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:	
			%	
Intent	Implementation		Intended Impact	Sustainability
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>
Broaden the range of sports taught within the school curriculum and those offered at break times	Install basket ball hoops within the MUGA PE coordinator to ensure curriculum offers broad range of sports PE coordinator to plan along side colleagues and include additional units if necessary with resources.	Cost of basketball hoops & installation? approx. £3000	Children develop skills in a range of sports	School can continue to offer a range of sports for all children
Continuation of programme of competitive sport with local schools (COVID dependant)	Participation in local sporting competitions including: cross country; cricket; football; athletics... Virtual and intra-school competitions available to enable competitive sport to continue.	£3000 Pennine Sports Partnership programme	Children develop skills in a range of sports	School can continue to offer a range of sports for all children



Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			%	
Intent	Implementation		Intended Impact	Sustainability
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Provide a range of competitive sporting opportunities within school day COVID dependant	Children to participate in athletics and cross country competitions led by teachers with results collected and shared/celebrated virtually. Other competitive opportunities to include a virtual sports day later in the year and a range of inter-house competitions.	Part of PS partnership as above.	All year groups will be able to participate within their PE lesson time or at playtimes increasing the participation in competitive sport.	School organise and run their own competitive events
TOTAL EXPENDITURE: £18,106.26			DIFFERENCE: £1,493.74	

Signed off by	
Head Teacher:	Mrs K Woods
Date:	09.12.2020
Subject Leader:	Miss S Wright
Date:	09.12.2020
Governor:	Mrs M Shilton
Date:	09.12.2020

