



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Victoria Primary Academy

Commissioned by

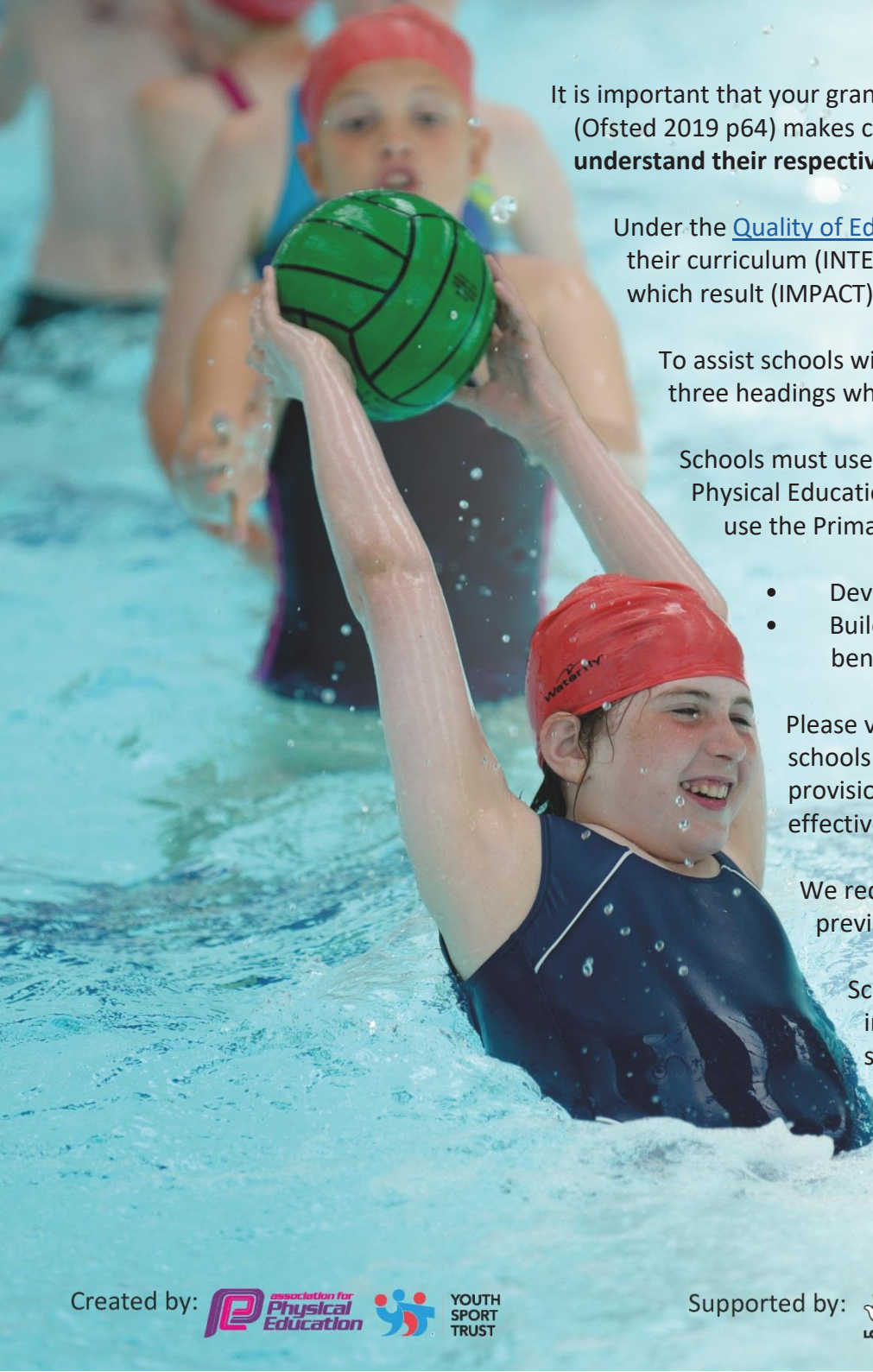


Department
for Education

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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 until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Professional development opportunities for staff have increased • Continued to make links with outside professionals and clubs • Increased provision for specific target groups i.e. girls extra-curricular football club, girls football tournament • Provided more sporting opportunities i.e. trampolining • Development of building character and resilience through sport, creativity and performing • Provided a physical activity choice to children attending Breakfast club • Staff wearing P.E kits on the days that their class have P.E – Setting a good example • Started to organise and attend competitive sports events • Increased number and variety of extra-curricular clubs on offer • Development of building character and resilience through sport, creativity and performing (Top Trumps rewards) • PE Leads attended PE conference • Children attended inclusive sports events to allow all children to compete. • Sport coach employed to lead quality lessons and CPD • Lunchtime equipment purchased to increase physical activity 	<ul style="list-style-type: none"> • Co-ordinate more tournaments with local partners • Introduce the Active Mile • Encourage active travel • To increase % and provision for SEND pupils in PE and Sport • Targeted challenges for inactivity during the school day • Identify the least active children/groups in school and identify any barriers • To gain Schools Games Mark • Increase number of competitions entered each year • To establish sport's teams so children can participate in intra and inter school competition across a variety of sports. • Improve capacity of staff trained in Physical Education coaching and teaching • Develop the new curriculum to start in September 2020 (with COVID amendments) • Continue to invest in lunchtime equipment • Build new relationships/partnerships with other schools in Leeds and become part of a Sports Network Group

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.	Unknown due to swimming being prevented due to Coronavirus.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Unknown due to swimming being prevented due to Coronavirus.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unknown due to swimming being prevented due to Coronavirus.
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: £19,560		Date Updated: January 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:
					19%
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?:
Increase the number of students having an active lunchtime and break times.		Run adult led football tournaments throughout lunchtime to engage pupils in activity and develop skills. Purchase outside equipment so the children are encouraged to exercise during more unstructured times.		£3,640 – RS Coaching	Activity heat maps show the children are participating in regular physical activity.
Increase the time that children that have physical activity as an organised activity.		Organise and develop the after school provision to offer regular active sports clubs		(See above)	Children have regular offers of organised physical activity. Offer can be seen through timetable of after school provision.
Promote regular daily activity with all pupils		Introduce the active mile			Has been shown to improve fitness in children by 9%, as well as increase leg strength by 5%. Has been shown to contribute to improved alertness, mood and verbal memory by up to 7%.
					Sustainability and suggested next steps: Train children to be Sports Leaders so more children can partake in organised activity. When staff have attended CPD through the Sport's Coach they will gain necessary skills to offer an after school club with a PE focus. To adjust class timetables so that the active mile takes place consistently.

Identify barriers to physical activity that may prevent some children from being more active.	Children to be identified in P.E lessons and through other physical activity. Barriers are then to be discussed at network meetings and changed implemented.		More children will participate in physical activity	Teachers to be given time to work with sports leader to help identify possible barriers.
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:
PE is used as a tool to improve behaviour within the school.	Develop provision from Leeds United. After school club delivered and mentorship from Leeds United associates for children struggling with SEMH issues. This is accessed through the cluster and therefore a percentage of the cluster payment is relevant. Equipment purchased to be able to run sensory circuits to support in the children in managing their own behaviour and aiding self - regulation.	Team Active - £3,620 £300	Relationships and expectations would be built and we would see an improvement in individual behaviour. Improved regulation and behaviour from targeted children.	This was accessed through the cluster and will be carrying on into next year. Teachers can link with the mentors to develop their own mentorship skills.
For all teaching staff to have secure knowledge when teaching the P.E curriculum	Develop the new curriculum to start in September 2020 (with COVID amendments	See above	All children in school will receive high quality P.E lessons.	Teachers to engage in 'peer mentoring' by teaching P.E lessons with a qualified sports coach.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
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 maintain and raise the standards of pupil attainment and progress in PE by increasing teacher confidence, knowledge and skills through professional development.	Teachers to work alongside a trained and experienced Sport's Coach to learn skills and develop a broad and balanced PE curriculum	£6,500	Teaching staff will feel much more confident in the teaching of PE, and will develop lessons which are high quality.	CPD will have been offered to the teachers, resulting in them being able to develop their own high quality PE provision
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				26%
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 deliver a broad and inclusive PE curriculum in addition to a range of sporting opportunities, during and outside of curriculum time. This is to support high quality PE teaching and learning, and to increase participation of pupils. Ensure children have an opportunity to learn to ride a bicycle. This should be used to help promote active travel.	Use the Coach in the development of a curriculum that offers a range of sports and activities. Organise Bike-a-bility for the Y5 classes	Resources: £5,000 Free	A broader curriculum offer will be available to the children. Children may be able to learn to participate in a physical activity that they can use outside of school time.	This curriculum can be used for different year groups and over time making it sustainable. Riding a bike will promote physical activity outside of the school day.

Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:
Increased participation in competitive sport	Organise interschool competitive games for teams. Buy transport to get to the sporting events. Purchase school team kit.	School Kit: £500	Children will get further opportunities to compete with other schools. Highlight the importance of representing the team.	Positive sports experiences will be able to continue once partnerships with other schools have been established

Signed off by	
Head Teacher:	<i>S. Bailey</i>
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	