

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by

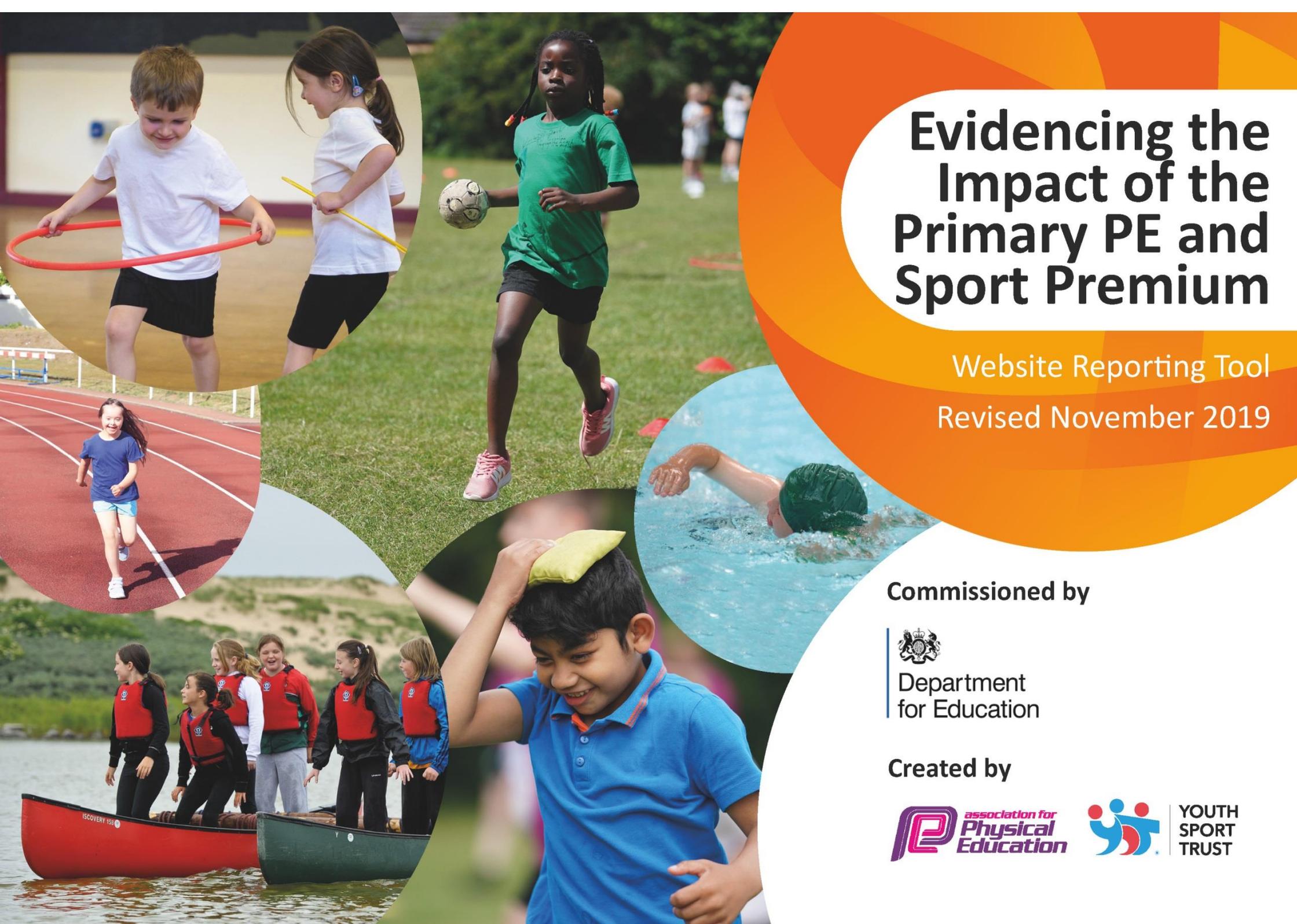


Department  
for Education

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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](http://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 **31<sup>st</sup> 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"> <li>• Brook House Junior School continue to work with key partners to ensure that its pupils receive a good balance of PE, Sport and Physical Activity opportunities throughout each school year</li> <li>• Working with Points Learning Network (Previously Points School Sports Partnership), Westfield Cluster, Westfield School Games Hub and Sheffield Federation of School Sport we are a school that is well informed about the opportunities available to our children and strive to offer as many as possible</li> <li>• This year we have increased the quantity of school competitions we have entered allowing more opportunity for a greater number of pupils</li> <li>• Improved the teaching of gymnastics and racket sports through the training and mentoring programme with sports specific coaches</li> <li>• Increased the number of sports clubs that we can offer our pupils</li> <li>• Bought into the Children’s University programme to recognize and celebrate the achievements of children’s participation in activity outside of lesson time and also track and monitor children’s participation in such activities.</li> <li>• Purchase of a MUGA to extend the scope of our outdoor PE and play throughout the winter months</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to grow our lunchtime and after-school sport and physical activity programmes</li> <li>• Develop extra-curricular programme to engage more pupils</li> <li>• Creation of an outdoor gym for pupils to stay active at break times</li> </ul>

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? <b>N.B.</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.	<b>85.71%</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<b>Not assessed at the time of this cohorts swimming lessons (2017/18)</b>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<b>85.71%</b>
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

## 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: £	Date Updated:		
<p><b>Key indicator 1:</b> 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:	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>Sports Activities on the yard at lunchtime increase the involvement of pupils, as coaches provide organised activity during 4 lunchtimes per week.</p> <p>Investment in the yard over a number of years with equipment such as the Trim Trail and the climbing wall has ensured a good variety of activity tastes are catered for at break and lunchtimes. New tyres and a wooden climbing frame have been added over the last academic year.</p>	<ul style="list-style-type: none"> <li>Sports coaches to provide 2 different activities in the yard at lunchtime to attract as many pupils as possible to be physically active.</li> <li>Devise rota for football pitches to ensure maximum usage during lunch hour.</li> <li>Each day a different year group is targeted.</li> <li>Continue to monitor usage of all areas of play in the yard.</li> </ul>	<b>£4000</b>	<p>Lunchtime activities are well attended with numerous children engaging with the planned activities ensuring that pupils are getting 30 minutes of activity per day.</p> <p>Usage of other equipment in the yard is high with many children throughout the school day engaging with the variety of equipment available – yard monitoring has shown that a wide range of children are accessing the activities and spaces on offer with the broad range of opportunities available</p>	<p>Consider how next year's programme can continue to engage as many pupils as possible. Investigate the value of personal challenge activities in the yard and how this might boost engagement. Consider how this might be linked to the sports leader programme. PE lead to attend Personal Challenge workshop.</p> <p>School is looking into the potential of purchasing a 14-piece station outdoor gym equipment to give children a further space on the yard.</p> <p>We have also invested in a MUGA to broaden the space permanently available for play and PE when the</p>

<p><b>Continued buy in to the Children’s University programme</b> – track and monitor children’s engagement in activities to tailor or offer to them, reward and recognize their achievements in out of lesson activities</p> <p><b>After-School Sports Clubs</b> – Sport clubs have been offered 4 days per week throughout the year. The activities offered have been extremely varied and have been offered to a range of children on a rolling basis – clubs have included Boys and Girls Football, Gymnastics, Multi-sports and more</p> <p>Invest time and training to develop active classrooms as an integral part of the working week throughout the school during 2019/2020 to promote greater physical activity and reduce sedentary behaviours. PE lead to attend active Maths / English CPD</p>	<ul style="list-style-type: none"> <li>• Administration of programme and celebration assemblies</li> <li>• Annual report produced to celebrate success</li> </ul> <p>Set up, publicise and monitor attendance at clubs</p> <p>PE Coordinator to attend Active English and Active Maths training</p> <p>Staff meeting to introduce to staff</p> <p>Staff to introduce to their classes</p>	<p><b>£1,000</b></p> <p><b>See later</b></p> <p><b>£250</b></p>	<p>appealing to all children.</p> <p>The targeting of inactive pupils has ensured that the most unengaged are being supported. This has helped tracking of individual and groups of pupils’ activity levels.</p> <p>Our Children’s University report shows us that 90% of our children are engaging in wider activity outside of the classroom in extra-curricular activities and clubs.</p> <p>The full report can be found on our website</p> <p>Clubs have been well attended throughout the year with approximately 20 – 30 pupils attending each day.</p> <p>P.E Coordinator attended the POINTS ‘Active Maths and Active Literacy’ course. A staff meeting was delivered to develop ideas and infrastructure to bring Active lessons into the classroom – staff are building these into learning cycles and also using iMoves resources as activity breaks</p>	<p>weather is wet.</p> <p>Continue to buy in to Children’s University and to build on progress and success from this year. As pupils and parents become more familiar with the scheme the take-up should increase and accreditation increase. Continue to publicise the scheme with parents / carers and pupils.</p> <p>Consider closer scrutiny of who attends which club and target those never attending clubs. A small charge is now in place for clubs to make them both sustainable and to create sense of worth. Consider pupil voice with regards to which types of clubs are offered.</p> <p>P.E Coordinator to continue to develop the programme of Active Learning in the classroom – Yearly staff meeting to keep it fresh, review and develop new ideas</p>
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<p>Installation of a Multi-Use Games Astroturf pitch to extend the area of the playground and PE Space in winter months.</p>	<p>Surface purchased and installed</p>	<p><b>£4000</b> <b>(contributed by Sports Premium, remaining costs funded by school)</b></p>	<p>An outdoor space is created that can be used year wide at playtime providing a safe space for children to play and do sport.</p> <p>A further outdoor space is available year round for PE to widen the opportunity to do effective teaching year round</p>	<p>School will now have the space forever</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: %</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><b>Membership and participation in the POINTS Learning Network</b> – best practice from local schools (and wider) with ideas to again enhance PE leading to more enjoyable, challenging, active PE lessons for our pupils</p>	<p>Join Points Learning Network and enter diary dates for key events. Engage with key meetings and events and the Sheffield PE conference.</p>	<p><b>£2060</b></p>	<p>Attendance at the Sheffield PE annual conference and regular network meetings provide the PE coordinator and the school with regular updates on current best practice in P.E.</p> <p>Engaging with other coordinators regarding the best use of Sports Premium spend provides an excellent opportunity to discuss and collaborate with other PE leads to ensure that the PE and Sport Premium grant is spent effectively. Best practice and up-to-date information is imparted to the PE lead at various events and meeting and also shared via ongoing email communications throughout the year. Local and national guidelines</p>	<p>To continue to be members of PLN and to engage even more with events, meetings and initiatives to drive forward the profile of PE, Sport and Physical activity going forward.</p> <p>To ensure that the PE coordinator attends all Network meetings and takes best practice back into school.</p>

<p><b>Membership of Westfield Family of Schools</b> – attendance and presence at numerous events throughout the year enables the profile of PE and Sport to be raised.</p>	<p>Join Westfield Family of School group and engage in events offered.</p>	<p><b>See Later</b></p>	<p>and guidance is regularly shared to inform best practice.</p> <p>Engagement of the school in cluster events has ensured that PE and School Sport retains a key profile within school.</p> <p>School involved in every event possible</p> <p>We have managed to field 'B' teams this year to give even more children the opportunity to participate in these events.</p>	<p>Continue to join and take part in cluster events to ensure profile is retained.</p>
<p><b>Release of PE Coordinator</b> – oversee the use of Sports Premium, attend network meetings, administration, update to school displays, assemblies to drive and celebrate our PE and Sport Programme</p>	<p>Plan and book out time to ensure that key events are attended and specific information is relayed back to key staff in school and parents via website, newsletters and assemblies.</p>	<p><b>See Later</b></p>	<p>Ongoing dissemination of information to key staff and people within school ensures that PE, Sport and Physical activity are constantly flagged up as key features of pupils' development and well-being as well as being a vehicle for excellence for more talented pupils.</p>	<p>Continue to release PE coordinator to ensure that they attend cluster event, Network meeting and competitions to ensure that key work is carried out and specific targets are achieved.</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:
<p>The school has previously invested 2-3 years of supported work with teachers working alongside specialised coaches to develop CPD.</p> <p>NQT/RQT mentoring programme – P.E. lead along with SJD Coaches work with teacher to develop their confidence in teaching P.E</p> <p>P.E. lead attends PE conference to be up to date with latest ideas and good practise</p>	<p>Teachers continue to use schemes of work provided and teach PE to their classes.</p> <p>Termly timetable of mentoring included the release of P.E. lead to work with teachers</p> <p>Targets created and agreed to develop confidence</p>	<p>£0</p> <p>£1,000</p>	<p>Currently teachers have received previous support for PE delivery which should be sustainable, although in future years monitoring of this requires attention.</p> <p>New teacher's confidence and knowledge for teaching PE is increased.</p> <p>Banks of strategies, games and ideas for differentiation developed that can be applied across a range of sports</p>	<p>Carry out staff audit to assess current confidence levels of staff in PE. Next steps based on audit.</p> <p>Ensure that the PE lead attends PE Network Meetings, training and Conference to ensure that they are well informed with regards to good practice and national guidelines regarding PE, Sport and Physical Activity.</p> <p>This programme to continue next year as this year's mentoring was affected by Covid-19 RQTs to be released fortnightly to shadow the work of the PE teachers</p>

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 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>Additional achievements: Additional after-school clubs created focusing on a different sport each term – <b>varied opportunity for pupils to try a range of sports leading to a love of physical activity</b> including even more opportunities targeted at girls</p> <p>Participation in National Sport initiatives such as Sport Relief – <b>enjoyment of such activities, making a positive contribution to society, having fun, enjoying sport and physical activity.</b></p>	<ul style="list-style-type: none"> <li>Creation of X4 afterschool clubs per week</li> </ul> <p>Week long activity programme for linking to the Summer Olympic games</p>	<p><b>£5000</b></p>	<p><b>During 2019 / 2020:</b> <b>In Year 3 / 4 48%</b> boys and girls attend after school clubs regularly throughout the year – even gender split</p> <ul style="list-style-type: none"> <li>Gymnastics club hugely brought up girls’ participation from last year</li> </ul> <p><b>In Year 5/6 56%</b> boys and girls attend after school clubs regularly throughout the year – genders evenly split – largely down to the girls’ football club which was hugely popular and kept running all year due to pupil voice</p> <p><b>Unfortunately, this didn’t happen due to Covid-19 but will be put on the calendar for next year</b></p>	<p>Strong links created with SJD coaching for clubs to continue in the future Many opportunities for our pupils to link into ‘Sports Mania’ community clubs which are delivered through our Sports Coaching partners SJD.</p> <p>Investigate how intra-school competitions can be continued going forward.</p> <p>Consider offering new sports clubs to pupils and engaging them in new activities. Consider pupil voice for non-attenders to establish which activities that they might like to try.</p> <p>Olympic focus for next year, also consider plans for Health week and Skipping project.</p>

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:
Entry into a wide range of Sports Competitions – an opportunity for our pupils to experience the joy of competitive sports in the relaxed environment of school sport competitions, an opportunity for our pupils to realise their abilities in sport and test their talents against other schools. This also provides our children with the opportunity to work as a team and experiences different sporting settings and environments. Transportation to events and supply cover.	Attendance at numerous local Competitions including: <ul style="list-style-type: none"> <li>• Entry in SFSS Competitions</li> <li>• Entry into School Games Competitions</li> <li>• Entry into Family of School Competitions</li> </ul> Points Learning Network Events	<b>£2200</b>	Family of Schools Council Event Westfield x12 students  Futsal Cup x14  <b>Year 5/6</b> Sports Hall Athletics x40  <b>Year 3/4</b> Key Steps Gymnastics x30  <b>Year 5/6</b> Swimming Gala x30  <b>Year 3/ 4</b> TAG Rugby – Cancelled (C-19)  <b>Year 5</b> Kwik Cricket – Cancelled (C-19)  FoS World Athletics – Cancelled (C-19)  Y5/6 Girls Football League – x 20  Y5 Boys Football League – x 15  Y6 Boys Football League – x 15	Pupils benefit from the experience of taking part and representing school. Qualities such as confidence, team-work and resilience are all developed through attendance at these events. A sense of purpose and community is also developed as pupils are required to work together, representing school, to work towards a common aim. Experiencing success and disappointment are all essentials experiences that young people need within their development. A legacy has been created for our involvement in extra-curricular school competitions. Continue to enter numerous competitions and consider how those who have not entered any, could be encouraged to do so.