



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Received the 'On-Going Commitment and Achievement to the School Games Programme' Award – During Autumn and Spring Received the 'Support, Commitment and Engagement of the Virtual Programme' Award – during the Summer Term 5 School Games competitions were entered throughout the year + plus 4 other external events: 5 of them had A and B teams taking part 4 of them had A, B and C teams taking part 3 of them had A, B, C and D teams taking part 5 different types of sports were included Children from FS-Y6 took part in a competition / representing the school 44% (189 out of 416) represented the school in competition 95% (61 out of 65) of children in year 6 represented the school in competition 42 children (23 parents) across the school took part in the Robin Hood Mini-marathon 9 children (8 parents) across the school took part in the Crossdale Drive Fun Run Lunch Time Activity professionals employed to deliver structured play 100% of Y6 (65/65) Led play activities for FS and KS1 at lunch time through the school's 'Pen Pal' system. Ambassadors were also selected to support FS/KS1 sports day and run lunch time table tennis clubs. Increased lunch time participation Links were created and maintained with 7 local sports clubs <p>Achievements</p> <ul style="list-style-type: none"> Boys Football: Rushcliffe and County Cup Quarter-Finalists before competition cancelled due to COVID-19 Girls Football: Rushcliffe Autumn Runners-Up 2019. County Cup Quarter 	<ul style="list-style-type: none"> Maintain and extend participation in a variety of sports Greater link with the PE and the wider curriculum Ensuring post COVID-19, that all children are active and engaged. Extend competition and participation to younger age groups Develop further links with existing and new clubs To develop links with inspirational sporting role models. Improve equipment for curriculum and non-curriculum Maintain and develop the school intra-house competition. Develop more links for SEND children to participate in competitive sport Become an 'active school', incorporating activity into all timetabled lessons, producing heatmaps for all timetables to improve activity levels within lessons Introduce new ideas to achieve the recommended 30 minutes a day of activity Continue to enhance the opportunities for our less active and other targeted groups Continue to enable every year group to have the expertise of a coach Continue to provide opportunities for non-traditional sports and inspirational sessions for all

<p>Finalists before competition cancelled due to COVID-19</p> <ul style="list-style-type: none"> • Y4 Indoor Athletics (mixed) Rushcliffe Silver medallists. • Increased whole school approach to mindfulness and well-being. Children developing increased co-ordination, technique, concentration and self-control • A commitment to Forest Schools. Y2-Y6 having a 6 week block. One morning (3 hours) a week, including a 30 minute walk to and from Sharphill Woods. <p>Not directly sports premium but the impact on whole school participation. As a community we had 65 children and families across all year groups participate in the Robin Hood Mini-Marathon in Sept 2019.</p>	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	<p>98% (64/65)</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>98% (64/65)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>98% (64/65)</p>
<p>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?</p>	<p>No</p>

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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £ 19,720	Date Updated: 31/7/2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				34%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Increase healthy lifestyles • Increase participation, involvement and physical activity on top of curriculum PE • Engage children in focussed activities • Develop working as a team, learning rules and fair play 	Extra lunch-time provision (Premier Sports) <ul style="list-style-type: none"> • Specialist sports / activity professionals leading play, structured games across lunch time for targeted KS1 (30 mins) and KS2 (30 mins) groups. 	£6,645	Structured sessions targeting Y3 children . 70% (42/60) of Y3 children attended weekly for at least a term 57% (80/140) FS/KS1 children attended weekly for at least half a term 48% (132/276) KS2 children attended weekly for at least half a term Monitor weekly, the numbers attending and variety of children attending. Activities to be monitored closely so that immediate changes can be made to maximise participation Increased participation and structured physical activity across all year groups.	<ul style="list-style-type: none"> • Continue the provision for 2020-21 • Use pupil voice to identify different type of activity • Continue to monitor provision of those attending • Ensure widest possible needs are met by all children,

			Increased participation by those who are 'alienated' by football dominated games.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Support the well-being of all children To develop flexibility, strength, technique, control, focus, balance, agility and co-ordination 	<p>Mindfulness and Well-Being</p> <p>Whole school initiative. Each year group to receive 6 x 45 sessions a year.</p> <p>Cut short due to COVID-19 Accessed by KS2</p> <p>62% (257/416) children accessed</p>	£2,400	<ul style="list-style-type: none"> Increase in flexibility, strength, technique, control, focus, balance, agility and co-ordination evident throughout the block of sessions and developed during lessons SENCO introduced Mindfulness boxes for each class CPD for staff to deliver during the year for children and staff well-being. Staff using mindfulness techniques throughout lockdown. 	<ul style="list-style-type: none"> Continue provision for 2019-20 To adapt if there is specific need for individuals, classes or issues that arise within school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop self-confidence and self-esteem Develop co-ordination and sequencing To be physically active. A platform to perform to an audience Develop healthy lifestyles Raising the profile of dance, especially to boys. CPD for staff 	<p>Specialist Dance Teacher.</p> <ul style="list-style-type: none"> Employed an additional day a week to enrich the curriculum. Each class receives a 6 week (40minute) dance block linked to their curriculum every term (3 x per year) 100% (416/416) children accessed FS continual weekly provision 100% (42/42) children accessed Routines performed in front of peers, during assemblies and celebration <p>Cut short due to COVID-19</p> <p>FS continual weekly provision until lockdown. Each year group had at least one half termly block</p>	£3,750	<ul style="list-style-type: none"> Children perform dance with confidence in assemblies, celebrations and showcases with skill and enjoyment. Staff are present during sessions which act as CPD and empower staff to deliver sessions when the dance teacher is not working with their group. Constant verbal dialogue with the dance teacher, staff and P.E. co-ordinator. Feedback at the end of each term between coach and P.E. co-ordinator. Thorough CPD, teachers have the confidence and ideas to deliver sessions once the teacher has left Increased participation in extra-curricular clubs (On the Stage) and within the wider community. 	<ul style="list-style-type: none"> Continue provision for 2020-21 Ensure provision supports and enriches the curriculum. Ensure the increased participation of boys.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Promote the enjoyment of cricket Strengthen pathways of provision Be inspirational and developing a love for cricket in an international venue 	<p>See Indicator 2</p> <p>Trent Bridge Classroom</p> <p>2 x 1 day visit for each Y6 class to Trent Bridge (Notts CCC)</p> <p>Curriculum links: maths, english, history, geography. Visit to the library, tour of the ground and PE in the facilities of an international, world renowned sporting venue</p> <p>65 Year 6 children</p>	£400	<ul style="list-style-type: none"> Memories created Enjoyment of the children and subsequent learning Knowledge and learning embedded Professional coaching Increased cricket participation 	<ul style="list-style-type: none"> Continue provision for 2020-21
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Provide children with a wide variety of organised sports encouraging participation and competition. More children representing the school and taking part in different sports Opportunities for staff to engage in CPD 	<p>Subscriptions</p> <ul style="list-style-type: none"> Rushcliffe School Partnership Notts Schools FA Rushcliffe Schools FA <p>Subscription towards the Rushcliffe School Sports Partnership: Allows increased</p>	£870	<ul style="list-style-type: none"> P.E. co-ordinator will log entries to School Games and Competitions. Termly and yearly. Success dependent on participation levels (logged by PE co-ordinator) As a result of the partnership children 	<ul style="list-style-type: none"> Continue provision for 2020-21 Maximise participation for the opportunities across all year groups linked to the sports calendar Involve more staff to support more extra-curricular participation and competition

<ul style="list-style-type: none"> Support to utilise and evaluate the school sports premium effectively. 	<p>participation (and competition) to all sports within the School Games. Medals, certificates and CPD Predominantly Upper Juniors. Guidance and support – School Sport Premium and Active 30 minutes: ½ day in school support from SGO to discuss PE and School Sport provision, action planning etc. Young Leader Training and access to comprehensive CPD training</p> <p>Football subscriptions allow a pathway to competitive football for both boys and girls</p> <p>28% (118/416) represented the school through the sports partnership. Many on multiple occasions</p>		<p>competed monthly (often weekly) in events provided by SSP. Certificates received for all participants and medals for top 3 places.</p> <ul style="list-style-type: none"> All success displayed on sports notice boards and relayed via newsletters and social media. Achievements (See first section) Achievements celebrated in whole school assemblies 	
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