

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:	Areas for further improvement and baseline evidence of need:
<p>January 2020 we recruited a permanent PESSPA , Forest School and Play Leader. The following examples include recent achievements</p> <p>Achievements since appointment;</p> <p>High Quality Physical Education lessons for all year groups take place weekly https://academystjames.com/pe-skill-development-videos/</p> <p>Health based interventions to support the most vulnerable include;</p> <p>Forest School https://youtu.be/Tffmrc_4vzY</p> <p>Whole School Physically Enrichment & Active Cook and Move https://www.youtube.com/watch?v=IZPXhKuzzuI</p> <p>Martial Arts lessons and white belt grading for ALL year 5 pupils https://academystjames.com/our-curriculum/creating-an-active-school/onna-jujitsu-club-lessons/</p> <p>Developed a whole school PA road map through the key stages https://academystjames.com/our-curriculum/creating-an-active-school/physical-activity-offer/</p> <p>Began the process of applying for PE Centre of Excellence status with our County Sports Partnership. Sharing and promoting best practice surrounding a whole school approach to physical, social, emotional and mental health. https://www.yorkshiresport.org/what-we-do/in-education/primary-pe-and-sport/centres-of-excellence/</p>	<p>Recruit a PE, Physical Activity, Forest School and Play Leader.</p> <ul style="list-style-type: none"> • Develop a more physically active curriculum to support pupils of all abilities • Support and train staff with a high level of CPD to strengthen understanding and subject knowledge. • Work with Sport England to look a holistic picture of pupil physical activity and engage parents. • Support and provide effective CPD for all staff to improve confidence, knowledge and skills. • Provide support and CPD for the new PE/Forest School leader. • Create more opportunities for children to be active within their daily timetable in and out of class • Implement schemes such as Active Phonics and Active Maths • within KS1 PE and clubs e.g TagTiv8 • Enter A, B and C teams in external sporting competitions • Structured areas for all children to access at break and lunchtimes. • Increase the range of extracurricular sports clubs to ensure all Key stages have opportunities to participate in clubs. <p>Ofsted referencing pupils lack of subject knowledge in Physical Education. “They have not remembered previous learning well enough, though. This means that it is difficult for them to build on their knowledge over time. In physical education (PE), pupils could not remember how to warm up and why this is important” (OFSTED 2019 November)</p>

<p>Nature Friendly School Award</p> <p>Based on our commitment to providing a quality outdoor learning offer, we were successfully been awarded Nature Friendly School Status. This will see our school access CPD support to take the core curriculum outside and receive funding to develop our outdoor space.</p> <p>https://academystjames.com/nature-friendly-schools-project/</p> <p>Achievements prior to January 2020</p> <p>Identified as JUMP School committed to PA with Sport England Local Delivery Pilot alongwith £30,000 worth of funding to support physical activity in our school and local community</p> <p>https://academystjames.com/our-curriculum/creating-an-active-school/</p> <p>An improvement in the % of pupils swimming in all areas. This will get even better in 2020 with:</p> <p>25m 77.27%</p> <p>Range 81.82%</p> <p>Self rescue 18.18%</p>	
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Meeting national curriculum requirements for swimming and water safety.	
<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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	77.27%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81.22%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	18.18%
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: £18,810		Date Updated: September 2019 Reviewed November 4 th 2019. Reviewed again April 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: 23%
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 develop a consistent approach to the teaching of physical education across the school.	Recruit a PE, Forest School and Play Leader Develop a long term plan for Physical activity to include Nursery to Y6	N/A £750 cover -BDAT	Please see example/evidence in 'key achievement section' Member of staff responsible moved on Aut term 2019	Design and implement a broad balanced and progressive curriculum/long term plan. This will be supplemented with high quality, purposeful outdoor learning and extended services offer along with PA based provision for targeted pupils	
To continue to improve the provision and access for EY and KS1 pupils	Use a wider range of differentiation and support for EYFS/KS1 and developing key fundamentals.	£500 resources	Member of staff responsible moved on Aut term 2019		
To ensure pupils are physical active regularly in the school day	Purchases/investments;	(£30,000 additional JUMP			

	15 high quality bicycles/PPE 15 scooters/PPE Forest School equipment Jujitsu lessons/grading X2 Playground Speaker System Active travel initiative support/ CPD Allocation of £5k fixed costs 30 young leaders trained as Jump Stars	funding) £5,000 £610 £2000 £2,000 £360 TBC TBC Free	Bicycle delivery and training postponed due to COVID- 19 Scooters have been a popular addition and have increased activity across all year groups during break/lunchtime usage. Jujitsu made a huge contribution to our inclusive and broad approach to curriculum PE and linked well to our school values surround discipline and resilience. Please our jujitsu web page for example lessons. Forest School has been a key element of provision to support our most vulnerable pupils. It has also helped us secure partnership with the Nature Friendly Schools project in order to link the curriculum to PA/outdoors and improved SEMH. Trained 30 Jump leaders to offer play/games at break and lunchtime	Attend cycling training as soon as possible. Storage and PPE purchased and ready for use. Arrange to resume Jujitsu when it is safe to do so post COVID-19 Speaker system arrived June 20, will be utilised to support play and indoor/outdoor PA daily Outdoor Learning/Forest school/Nature friendly Schools will resume post covid-19 Discuss/identify funding to supplement the £5,000 allocated by jump as fixed cost to make plans to build a cycle/scoot circuit. SLT to discuss Sept 20
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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: 11%
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>To develop the role of the new PE leader/Forest School leader.</p> <p>To develop the awareness and progression for EYFS and physical development</p>	<p>Improve standards of taught Physical Education across the school</p> <p>Identify resources to enhance existing provision which contributes to 'Personal Development, Behaviour and Attitude' of pupils</p> <p>Review the impact of 2018/19 PE Premium, identify achievements and areas for development</p> <p>Build on previous years successes, strategically investing in the 2019/20 PE Premium funding</p> <p>Work towards receiving regional/national recognition for our investment and commitment to PESSPA</p> <p>Provide support to BDAT cluster schools surrounding all aspects of PESSPA</p> <p>Develop playtimes and lunchtimes to develop key social skills</p> <p>Develop Enrichment to be a key driver for school improvement and</p>	<p>Covered by the salary of PESSPA lead</p> <p>£1000 Resources</p> <p>General PE store cupboard replenishing</p>	<p>Please see example/evidence in 'key achievement section' Please also see school website for our recently developed an extensive PESSPA which can be found by selecting the 'physical education tab on the link below.</p> <p>https://academystjames.com/our-curriculum/</p>	<p>OFSTED 2019 report said: "They (pupils) have not remembered previous learning well enough, though. This means that it is difficult for them to build on their knowledge over time.</p> <p>Action: Design and implement knowledge organisers to support progressive knowledge and skill development across the key stages (Sept 20)</p>

	physical exercise.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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 source and deliver effective CPD for teachers on key skills and warm up activities	Employ a Sports Coach to teach and model lessons plus support swimming	£1,755	Member of staff responsible moved on Aut term 2019	Appointment of permanent PESSPA lead (Jan 2020) Please key achievement section.
To use JUMP support network to provide support to increase confidence, skills and knowledge of all staff in teaching PE and sport	<ul style="list-style-type: none"> Provide a variety of opportunities for pupils to enjoy positive early experiences surrounding physical activity at break & lunchtime Collaborate with BIB research/JUMP stakeholders to form part of the LDP project to improve health outcomes for children and families Carry out an audit of staff skills, confidence and competence Reduced negative 			Post Covid-19 SLT and PESSPA lead will review current delivery of curriculum PE and agree on a plan moving forward to support whole staff community approach to CPD in physical education

	incidents/ improved wellbeing due to high levels of engagement and readiness for learning Cross curricular examples of physical activity being used to support learning			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 54%
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 develop an inclusive after school/enrichment offer that meets the needs of all pupils	Develop Sporting/PA opportunities for in curriculum enrichment making links to SMSC/	£1,000 –CPD and after school club equipment	Member of staff responsible moved on Aut term 2019	Appointment of permanent PESSPA lead who has reviewed and redesigned after school and intervention offer (Jan 2020)
Broaden the range of experiences and opportunities to try out a range of sporting activities	OAA/Team building and package bought and support staff trained.	£1,135	Pupil using equipment daily to problem solve in collaboration. Staff confident to demonstrate and encourage play/wellbeing during pupil downtime	Maintain/repair and refresh training on equipment post Covid-19
To develop and provide a high quality Forest School programme which is accessible to all pupils	Phil Lowde to plan and deliver a quality Forest School programme (planned with teachers)	(Forest School development 1 day a week) £7,172	Member of staff responsible moved on (Feb 2020) Forest School was been developed to make links in maths and English in the morning.	PESSPA lead is a qualified Forest School Practitioner. 4 x 2 hour interventions allow 32 pupils to access a termly block of sessions. This will continue

Take part in a research project to supporting key findings surround levels of activity of pupils and families in our local community	Work with Living Streets, Daniel Bingham to look at how pupils travel to and from school Research existing 'good practice models' i.e 'Fitbit challenge' Celebrate the most active class in assembly.	N/A		into academic year 2021 with an increased number of identified pupils also accessing the Nature Friendly schools project. Please see the outdoor learning page of our website for more information. https://academystjames.com/our-curriculum/
Supplement our EYFS physical development offer using a range of additional opportunities such a Yoga.	Identify a provider to work with EYFS leader in order to make explicit links ELG's particularly physical development/ fine and gross motor development	Yoga- EYFS £2,090	Pupils enjoyed yoga, helping to support their fundamental movement through a range of progressive sessions focusing on agility, balance and coordination	Continue to work closely with Active Bradford/Jump to develop opportunities to be more active as a school. Examples such as; active travel and extended services will be developed further post covid-19 Links have since been made and a programme with Mr Dave Morris of Music, Movers and shakers has begun (Feb 20) This will supplement EYFS provision which will see pupil access a further 1 hour per week dedicated to their physical health. Please see the physical activity section of our website 'Music Movers and shakers section' https://academystjames.com/our-curriculum/creating-an-active-school/physical-activity-offer/

Key indicator 5: Increased participation in competitive sport				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:
<p>To work with local networks to create opportunities and organize more competitions for children to take part in.</p> <p>To work with Sport England to look for opportunities to take part in other strands of sport and competitions</p>	<ul style="list-style-type: none"> Attend a variety of competitions organised by the SSP Plan and coordinate league fixtures/competitions/festivals with BDAT cluster schools <p>Introduce new opportunities for sport/outdoor education. Develop orienteering, climbing, low ropes course, cycling and archery</p> <p>*Costs for this will be supported through Sport England project</p>	£500	Cross Country competition has been attended and was a huge success in terms of self esteem and attitudes to learning.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

