

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 until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • First year working towards having Sports mark bronze accreditation. • 5K Challenge – Y4 7th out of 14, Y6 12 out of 17 teams. • Young Leaders Training- 8 children attended training to become activity leads and ambassadors within school. • Attended the X-Country October event with a full team of girls and boys ranging from year 3-year 6. • Attended the sports hall Athletics competition with a full team of girls and boys ranging from year 3 -year 6 for the first time. – Y5 girl winning the triple jump. The whole school winning the Spirit of the Games Award. • Dodgeball- Attended the SSPAN Dodgeball tournament, entering 2 mixed teams. Reaching the finals and Finishing 2nd. • SSPAN Basketball League – Year 5-6 school team finished 2nd in the SSPAN Finals and won the Team LTD Basketball Primary League. 4 children from year 6 joined a local Basketball team. • Riders Basketball League. 2 Girls teams, attended the Riders league for girls, competing 4 times in total. 1st team won all games, finishing top of the league. 2nd team developed well over the events and eventually finished 3rd. • Disability Sports hall Athletics – Attended the event with a full team for the first time, UKA Bronze Award Disability Sports hall Athletics badge. • Gymnastics – Attended the SSPAN Primary West competition for the first time, 3 teams in total ranging from Year1-2, Year 3-4, Year 5-6. • Netball League – Won all 5 games in the first round – competition not completed. • Mixed Football League – Joined the Leicester City Schools Football league. Attended matches at St Margaret’s Pastures. sitting 2nd in the table in the B Division. <p>MARCH 2020 – SCHOOLS CLOSE DUE TO COVID</p>	<p>Assessment process needs to be put in place.</p> <p>Continue to work on developing opportunities for children who do not want to engage in Physical Education.</p> <p>Attend 2nd and 3rd event, engaging more children from across the year groups.</p> <p>Include competition activities into curriculum sessions to be taught over the autumn term, ready for competition event run by SSPAN.</p> <p>Continue to run the dodgeball sessions every morning at breakfast club, engage children from year 3-6, and year 2 after February half term.</p> <p>Improve links with local clubs, to enable smooth transition from primary to competitive club. Independent basketball coach to deliver curriculum sessions to year 6 and after school club, to year 5 & 6.</p> <p>Attend all events provided by SSPAN. Utilise coaching opportunities to improve</p>

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.	28% - 17 Children
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? <i>We normally test Y6 in the summer term but unable to do so due to COVID 19.</i>	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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?	Yes – Paid for an extra teacher so we could have 4 groups instead of 3.

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: £19,410		Date Updated: July 2020	
<p>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</p>					<p>Percentage of total allocation: £16325</p>
Intent	Implementation		Impact		
<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>Bikeability training for Year 5 &6</p> <p>Walk to school</p> <p>Bike or scoot to school</p>	<p>Encourage students to bike to and from school.</p> <p>Staff to record those students who are walking to school, so that they can achieve their badges & understand the importance of exercise in the morning & the benefit to the environment, through reduces carbon footprint. Year 6 to attend a rally in support of climate change & present findings and easy action plan to school.</p>		<p>Funded</p>	<p>An increase in students bringing their bike to and from school.</p> <p>Students receiving their badges when they achieve targets. Improved health, social and environmental benefits.</p>	<p>Encourage students in Y6 to be using their bikes to travel to and from school safely.</p> <p>Students receiving their badges when they achieve targets</p> <p>New bike/scooter sheds available for students to use</p>
<p>Active lunchtimes for students.</p>	<p>A range of activities for students to be involved in at lunchtime. In the playground active areas, and the sports hall. Sports coach led.</p> <p>Sports hall is used.</p> <p>Training for lunchtime supervisors.</p>		<p>£3900</p>	<p>Students involved in different activities at lunchtime e.g. Table Tennis, Skipping, Cricket, Netball, Basketball , dancing, gymnastics etc.</p>	<p>Continue to organise activities for students at lunchtime so they can remain active.</p> <p>Audit children accessing sports hall & identify</p>

Skipping Henry	Encourage children to skip in the morning. 25 mins. Skipping Henry.	£1170	more quality activities supervised and organised every lunch time. Engaging more children and reducing inactivity and disruption through behaviour issues.	children from inactive group.
Football League	School signed up to the Leicester city schools football league to compete throughout the year. Year 5/6	Sign up fee £450	Allows children to partake in a physical activity in the morning & encourage children to arrive early & attend school.	Continue with this next academic year. Work shop days delivered to all year groups with Henry, to create a culture of skipping throughout the school.
Breakfast club activities in the sports hall with sports coach	A range of activities set up in the sports hall to encourage children to be active – 1 hour per day. Sports Coach led.	£3625	Students enjoy competitive games with other schools.	Continue with this next academic year. Start a girls team & enter the girls league.
After school club – cooking	Children attend weekly cooking sessions, that promote healthy eating & lifestyle. 2 TAs led.	£780	Children arrived early every day to enjoy free breakfast, socialise with friends and then join in the activity. Beginning of the academic year started off with 15 children. By Feb 2020 there were almost 60 children involved. Key children Attendance improved, engaged & focused within the classroom, improved behaviour.	Continue to organise activities before school starts. Engage key children with low attendance, lateness and inactive group.
			Promote healthy eating in school and home. Children understand the importance and link between food and health.	Continue with this next academic year. Link with local food bank to increase group size and access to produce and links

After school club – badminton/ Netball	Weekly club open to year 4/5/6 children, skill development & competitive games. Sports Coach & TA Led	£1365	Promote club links and enter local competitions. Year 6 girls pairs competition winners.	with the community. Improve local club links and enter competitions.
After school club – drama	Drama coach works with KS2 students. Drama & Dance Coach Led.	£1365	Students who are involved in the drama team performed to the school. Raised confidence, and self-esteem. Engaged wider range of children from the inactive group.	Encourages boys to get involved with drama.
After School Club-Gymnastics Club.	Sports Coach delivers sessions to children Year 1-6 in sports Hall working from the Key Steps 1-3. Supported 2 TAs.	£1755	Students involved in representing their class and participating in Level 1 Competitions, they gain confidence, discipline and self- belief.	Continue to organise Level 1 competitions throughout the year for student's to be involved in.
After School club-Football Club Boys & Girls Year 4/5/6. Teacher & sports Coach led.	Boys & Girls Year 4/5/6. Teacher & sports Coach led. Sessions delivered in the sports hall	£975		
Supermovers /Go Noodle	Staff to choose areas which they want to work on with their class to get them active in the classroom e.g. 8 X Tables with Filbert Fox		Students are active during lessons and use the routines to help learn different areas of the curriculum. They know that you don't always have to sit in the classroom to learn other topics. All SEND student are involved in activity throughout the year.	Staff to use the resource to support different areas of the curriculum, not the same routine all of the time.
Playground Leaders	Y5 training at the start of the Academic Year. Teachers to put their student's on rotation for each term.	SSPAN event	WIDER IMPACT Students are more active in PE lessons. Improved standards in PE.	

			<p>Attitudes to learning are improved.</p> <p>SAT results improved.</p> <p>Hit the target set by the Chief Medical Officer of being active for at least 30 minutes each day in school, but 60 minutes each day.</p> <p>Students are less sedentary throughout the day.</p> <p>Develops movement skills.</p> <p>Improves muscular fitness and bone strength.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
Celebration Assembly to ensure the whole school is aware of the importance of PE and School Sport and to encourage and inspire students to be involved.	Achievement celebrated in Assembly, achievements, results, certificates etc. presented.		Pupils enjoy being involved in the Assembly and having their successes celebrated. Achievements can be shared with their parents.	SLT see the benefits of the raised profile and continue their commitment to fund Primary PE and School Sport.
Noticeboards celebrating the success of our students and raising the profile of Physical Education and School Sport.	Keep all of the displays up to date with the relevant information, competitions, trips, successes and progress. Different noticeboards for Physical Education, Physical Activity, and School Sport.	SSPAN membership and entry to Leagues. Printing posters for display.	Noticeboard outside of main reception has an updated list of competitions and the results displayed for parents. This encourages students to get involved and enjoy representing their school.	Continue to celebrate the amazing work that we are doing at Fosse. Compete/participate in a variety of events for students to be involved in.
Trophy Cabinet	Trophy Cabinet to be bought to better display all awards and trophies.		Trophy Cabinet displays the achievements of our students.	Ongoing reminders in assemblies and newsletter
Role Models visiting school or being met at events.	Invite local personalities into school or take students to events to watch and/or meet them.		Inspire children to be involved in Physical Activity within and outside of school.	Try to get a range of inspirational people in to school to talk to or work with children as well as attending events to inspire children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£5540
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:
School employs a specialist PE Teacher one day a week to work with the PE Co-coordinator and all of the staff in rotation throughout the year. CPD provided for staff throughout the year by the PE Specialist.	Use Staff questionnaire to identify areas of training required. PE Teacher and class teachers to identify what activities will develop their knowledge. Staff are supported in PE lessons by Primary Sports Coach specialist, providing guidance & planning. All staff involved in swimming or required to cover swimming have the relevant training. Safe Practice in PE Book available for staff. YST Membership Swim Charter	£5460 CPD	Improved knowledge for Teachers and Teaching Assistants, so they are more confident when teaching PE. Increased confidence for running activities at lunchtimes and after school. Subject Leader more confident when undertaking lesson observation, able to provide feedback and lead discussions. PE Teacher confident to lead or organise the relevant training for staff. Teachers more confident when teaching PE because of improved subject knowledge. Staff use their knowledge to run extracurricular activities, assist on Sports Trips and run activities at lunchtime.	All staff will feel supported to be confident when delivering PE and Sport both within the Curriculum and School Sport. Staff continue to be offered CPD to develop their knowledge in different activities. Staff to identify if they require cover to attend courses.

<p>Swimming Induction and Wet and Dry Tests</p>	<p>All staff involved in swimming are safe & qualified to do so.</p>	<p>£10 per staff member £80</p>	<p>Staff involved in swimming have completed an Induction and the Dry Test and Wet Test if required.</p> <p>Resources available for staff to access.</p> <p>WIDER IMPACT Skills, knowledge and understanding of pupils are increased significantly. Pupils enjoy Physical Education, Physical Activity and School Sport, they are keen to participate, demonstrate and show a desire to learn and improve. Staff have the knowledge, skills and confidence to inspire children when participating.</p>	<p>Staff identified each year and sessions booked in for the start of the Academic Year and throughout the year as required.</p> <p>Purchase and make resources for staff to access to develop their knowledge.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £7760
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>Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved in Physical Education, Physical Activity and School Sport</p> <p>A PE Curriculum, which is varied and progressive that offers a variety of sports/activities to pupils.</p> <p>Focus on girl's involvement in sport.</p>	<p>Arrange for external coaches to work with staff in lessons, clubs or Health Week.</p> <p>Leicestershire Cricket Tigers RFC Skipping Health Week Basketball Heroes Dave Harris</p> <p>Run a club specifically for girls only and provide opportunities for girl's only events.</p> <p>Netball</p> <p>Identify through questionnaire & observations.</p> <p>Engage in a curriculum time group, dinner time group & after school.</p>	<p>All funded</p>	<p>A variety of extra-curricular clubs offered throughout the year, which are run by Teachers and Teaching Assistants, staff are confident running these clubs.</p> <p>Students have the opportunity to be involved in a variety of different sports and activities which develops their skills and knowledge.</p> <p>Students develop confidence to be more involved in Physical Education lessons and represent the school at Sport Competitions.</p> <p>Engaging students in different Physical Activities such as gardening enables them to realise that they can be active at home.</p>	<p>Staff work together and share good practice, which develops confidence and staff more willing to support competitions and clubs.</p> <p>Hope to expand the range of extra-curricular clubs – this is a challenge currently due to COVID.</p> <p>Provide opportunities to engage students to develop confidence and a joy for Physical Activity.</p> <p>Identify students who would benefit from a different approach to Physical Activity or want to be involved in female only Physical Activity or Sport which will develop their confidence.</p> <p>Identify students who would benefit from a different approach to Physical Activity which will develop their</p>

<p>Focus on those students who are sometimes reluctant to be involved in PE and Sport.</p>	<p>PE Equipment purchased.</p>	<p>£5004.45</p>	<p>Students have the equipment needed to participate in Physical Education, Physical Activity and School Sport.</p>	<p>confidence. Monitor what equipment needs to be replaced and/or purchased. Purchase equipment that is an investment required for the curriculum.</p>
<p>Physical Education equipment purchased so students can access the curriculum and extracurricular activities.</p>	<p>School Blue T-Shirts with school name. Basketball kit, part sponsored.</p>	<p>£600 Covid 10 delayed</p>	<p>Students proud to represent the school in their Fosse kit when they attend Competitions, Festivals and Events.</p>	<p>Purchase PE kit that is required for representing Fosse at Competitions, Festivals and Events.</p>
<p>Sports kit required for representing the school at Competitions, Festivals or Events.</p>	<p>Hire an extra Swimming teacher for swimming. Have staff in the pool to support students skill development and confidence.</p>	<p>£1560</p>	<p>Students are more confident in the water and making faster progress.</p>	<p>Ensure there is support in the water for students and have an extra teacher so swimming groups are smaller.</p>
<p>Smaller groups in swimming so students make more progress.</p>			<p><u>WIDER IMPACT</u> Improved behaviour in school.</p>	
			<p>Students actively involved in Physical Education lessons.</p>	
			<p>Students want to be involved in Physical Education, Physical Activity and School Sport.</p>	
			<p>Reluctant students engaged in Physical Education, Physical Activity and School Sport.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £2094
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:
Enter a variety of competitions and festivals through Leicester City SSPAN and local Leagues.	Enter all of the competitions provided though Leicester City SSPAN including all of the SEND competitions. Enter the Y5/6 boys Football Enter the Team LTD Basketball League. Represent Leicester at the Premiership Rugby Final at Twickenham In June for Tigers RFC	£1,320 £450 Funded Covid 19	We have joined the SSPAN membership this year and aim to enter all events. Unfortunately, we did not achieve this due to unforeseen staff shortage & the cancellation of competitions due to COVID19.	More CPD for staff involved in running clubs. Continue membership of Leicester City SSPAN.
Transport from City Self Drive & coach company	Transport enables groups to attend competitions and league fixtures.	£1644	School was able to send children to experience competitive sport in exciting & new settings. Meet other children and test their abilities in new environment.	Join City Council Mini Bus hire scheme. Authorise & license 3 members of staff to drive buses. Reducing cost & enabling more access to events.
Focus on SEND to ensure they are involved in the competitions available to them			WIDER IMPACT Improved standards in competition activities. Girls engaged in Girl only and mixed competitions. SEND involved in Disability competitions and other competitions.	
Organise a range of Level 1 Competitions in school	Children are taught fundamentals of sports & compete at the end of term in inter-class competitions. All children are involved from year group.		All children from KS2 year 3/4/5/6	

			played in a pre Christmas inter-class hockey tournament. Year 5/6 took part in Badminton inter-class festival.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
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