

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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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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Successfully securing county minibus allowing increased competitive sporting fixtures and festivals. • Competed in sporting competitions and festivals including: football and netball. • The use of a wide variety of outside sporting coaches, e.g. Action Ants, EV Sports Partnership. • Jigsaw SEAL program used throughout school for well-being, PHSE, SRE. • Competed in our first bouldering competition. • Offered an action-packed summer 2020 holiday club with Action Ants. • Implemented a full and varied outdoor learning programme across the whole school led by Jill Davies. • Years 4, 5 and 6 went to Penrith leisure centre for climbing lessons with Jill Davies. 	<ul style="list-style-type: none"> • Provide opportunities for all children to access 30 active minutes outside of PE lessons. • Increase range of extra-curricular PE clubs on offer to all pupils • The profile of PE and sport being raised across the school as a tool for whole school improvement. • To continue to develop the 'Outdoor Learning' programme, ensuring coverage of all three areas of Clifton's curriculum – The 7 C's; The National Curriculum subjects; Wellbeing and being a citizen in the 21st century. • Continue to compete in a wide range of sporting events and take part in sporting festivals. • Develop cross-country and running further to continue the school's successes in Cross Country. • Continue to use outside agencies for sporting excellence. • Continue to ensure wide participation for ALL children in sporting activities and competitions with higher percentage of children attending 2 or more sporting events. • Continue high rates of swimming success in lessons and be able to use these skills in a range of swimming galas. • Continue to use Jigsaw SEAL for PHSE, wellbeing, SRE. • To give staff CPD opportunities to develop their expertise in outdoor learning, wellbeing and cross-curricular PE. • To develop a secure assessment and tracking system for all aspects of PE, in light of new Ofsted changes Sept 2019. • To audit PE and sport equipment and replenish / add to equipment.

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>	No swimming lessons due to COVID

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>?</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>?</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>Yes/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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £16,620		Date Updated: June 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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Educate children in the value and benefits of a healthy active lifestyle. Ensure our high-quality PE and school sport develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. Use active lessons to increase physical activity levels and learning. Develop Ambassadors to support active playtimes and support extra-curricular activities. Raise awareness of the best places to take part in sport and physical activity outside of school. Provide opportunities for daily physical activity e.g. daily mile To increase pupils' activity 	<ul style="list-style-type: none"> Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical fitness and well-being. Build links with local community sports clubs through our SGO. Develop action plan Purchase Resources Relaunch whole school initiative Train sports leaders Lead assemblies on importance of physical activity (Phunky Foods) Encourage use of initiatives such as the 'Daily Mile' in ALL year groups at least 3 times a week 		3157.80	<ul style="list-style-type: none"> Positive attitudes to health and well-being Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors Positive behaviour and a sense of fair play enhanced by using Ambassadors as role models Pupils activity at lunch and break increased Children taking part in daily additional activities such as 'The Daily Mile' regularly Sports Leaders support active play across the school Children across the school more active on a daily basis and enjoy being active 	<ul style="list-style-type: none"> Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time. Develop a tracking system for pupils' activity and participation levels. And assessment. Apply for additional funding for development of better surface on courts area and line markings. Renew old sports equipment and purchase more to offer a wider variety of sports e.g. table tennis, badminton, lacrosse.

<ul style="list-style-type: none"> levels throughout the day. Re-launch of 'Active Play' lunch times ensuring all pupils can take part in physical activity varying from supervised active play to inter house competitions. To continue to work in partnership with 'EVSP' and our SGO to increase awareness of the importance of physical activity 				
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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:
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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. Use PE and sport to develop the whole person including thinking, social and personal skills? Use PE teaching to aid fine and gross motor skill development? Use sporting role models used to engage and raise achievement? Ensure PE and school sport is visible in the school (assemblies, notice 	<p>As a school we contribute funding to sustain the Eden Valley School Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> Additional competitions outside of the School Games programme Comprehensive CPD programme PE Conference Outdoor activity days EVSP Sports Awards Youth Sport Trust Primary Membership <ul style="list-style-type: none"> Training course attended and resources being utilised. Employment of sports coaches Inter house competitions played throughout the year After each sporting event, certificates and prizes given 	£6000	<ul style="list-style-type: none"> Personal development (physical skills, thinking skills, social skills and personal skills). Attainment and achievement, behaviour and attendance. PE physical activity and school sport have a high profile and are celebrated across the life of the school. Continued progression of all pupils during curriculum PE lessons. Inter house competitions raise profile of competitive sport within school. As 	<ul style="list-style-type: none"> Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing. Review School development plan, Whole school policies/PE policy School staff better equipped/more confident to teach PE in school Sports leaders develop younger pupils into

<p>boards, school website, local press, pupil reward and recognition of pupils)</p> <ul style="list-style-type: none"> • High quality PE lessons delivered during curriculum time. • To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. • School staff better equipped/ more confident to teach PE in school • Sports leaders develop younger pupils into becoming leaders themselves • Clifton School's Outdoor Learning Programme for each class per half term and as an integral part of Clifton's curriculum – including outdoor days • '7 Cs' club for targeted children - climbing 	<p>out as well as a reports / updates from children.</p> <ul style="list-style-type: none"> • Updates will be put on the school website/ closed Facebook page. • End of Term 'Sportsmanship' Shield given each term in Celebration assembly to promote sportsmanship as well as 'being good at sport'. • Develop a team of sports leaders & Ambassadors. • Sports leaders to help run and organise the inter-house festivals in school. • Sports Ambassadors and Sports Leaders to run their own club for younger pupils at lunchtimes. • Help run and record the events for Sports Day. • Current Ambassadors to also develop future Sports Leaders in preparation for the following year. • Employ outdoor learning teacher to plan, deliver and develop the Clifton Outdoor Learning Programme. Review curriculum to ensure secure and age appropriate links to the NC as well as the three strands of the Clifton curriculum. Encouraging children to try new activities outdoors, e.g orienteering, and also linked to wellbeing and outdoors. • Book instructor / teacher and climbing wall + transport. Identify children who need both additional experiences of '7 Cs'' and have proprioception issues. Encouraging children to try new activities. 		<p>many children as possible to participate.</p> <ul style="list-style-type: none"> • Sports leaders impact importance of sport/activity by being positive role models in the school • Climbing developed self-esteem, confidence, life and personal skills. • Successful 'virtual' sports day held. 	<p>becoming leaders themselves</p> <ul style="list-style-type: none"> • Develop a tracking system for activity levels and assessment.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i> 	<ul style="list-style-type: none"> Provide opportunities for staff to access CPD opportunities through the P School Sport Partnership CPD programme. Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. Purchase quality assured resources to support teachers and support staff. PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise (KS1 = skills focus, KS2 = sport specific focus) Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. Liaise with other local schools to share knowledge and expertise. 	1000	<ul style="list-style-type: none"> Increased staff knowledge and understanding All teachers able to more confidently plan, teach and assess National Curriculum PE More sustainable workforce including young leaders. Enhanced quality of provision Increased range of opportunities A more inclusive curriculum which inspires and engages all pupils Increased capacity and sustainability Continued progression of all pupils during curriculum PE lessons. Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. 	<ul style="list-style-type: none"> Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities Further 1:1 lesson observations to monitor staff effectiveness and confidence Pupil and staff questionnaires on how they feel about PE Increase range of opportunities for both staff and pupils Share best practise with other schools in the cluster. Lunchtime supervisor training for active lunchtimes Develop or purchase more accessible

				schemes and whole school PE coverage
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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:
<ul style="list-style-type: none"> • Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. • Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport, providing additional links to Community Sports Clubs • Children participate in festivals/ tournaments held through EVSP. • Increase opportunities for KS1 children • Continue to develop relationships with community coaches (Action Ants) so a broad and wide range of activities can be offered to all age groups. • Provide an active summer holiday club throughout the 6-week break 	<ul style="list-style-type: none"> • Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership and in school staff. • Review extra-curricular activities through pupil Ambassadors. • Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school • To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) • Children to attend the extra-curricular clubs. • School to enter children into sporting festivals/ competitions. 	2160.	<ul style="list-style-type: none"> • Engaged or re-engaged disaffected pupils • Increased pupil participation • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Enhanced, extended, inclusive extra-curricular provision • Increased pupil awareness of opportunities available in the community • Improved physical, technical, tactical and mental understanding of a range of sports • Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? • Coaches signposting children to community sessions/clubs. <p>This was evident in Autumn and Spring but due to COVID impact was reduced significantly.</p>	<ul style="list-style-type: none"> • Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision. • Further increase opportunities for KS1 children – in and out of school • To continue to participate in EVSP and Hunter Hall competitions. • Organise more friendlies with cluster schools for less confident children.

Evidence includes – Register

	<ul style="list-style-type: none"> • Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey • Equipment continues to provide opportunities during break and lunchtimes. • Children to attend summer holiday club by Action Ants, supervised by staff. 			of participation.
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Key indicator 5: Increased participation in competitive sport				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:
<ul style="list-style-type: none"> Provide opportunities for all children to challenge themselves through inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. Increased participation in School Games competitions. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. Select children who we feel would benefit most from the opportunities available in the EVSP events calendar. Enter external events to give pupils the opportunity to compete against other schools – Hunter hall competitions. Investigate further use of virtual competitions/ children leading own events. 	<ul style="list-style-type: none"> Engage with partnership coordinators - Debbi Barr Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. Use external coaches to run competitions to increase pupils' participation. Identify a set number of competitions/events to provide transport to. Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. Regular (termly), inter house sports competitions for pupils across different sports. To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school. 	3822.60	<ul style="list-style-type: none"> 75% of young people represent their school 50% of KS2 young people part of community clubs that the school has links to. Vast majority of KS2 pupils participated in the inter-house competitions. Virtual Sports day set up and enjoyed by pupils. Fixture results to be published in Newsletters, on website and through Facebook. After school club registers Evidence includes: Competition/ events calendar Photos displayed at school and on website 	<ul style="list-style-type: none"> Review attendance data and identify children for appropriate opportunities. Continue to attend EVSP. Meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. Further widen opportunities for pupils to take part in competitive sporting events Investigate further use of virtual inter house competitions/ children leading own events. Apply for Bronze/Silver award.

Key indicator 6: Swimming				Percentage of total allocation:
				13%
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:
<ul style="list-style-type: none"> To achieve the KS2 target of pupils being able to swim 25m. To provide opportunities for pupils to compete in gala events. To provide lessons in water safety. 	<ul style="list-style-type: none"> All KS2 pupils to receive half a term of swimming sessions tailored to meet their needs Record Year 6 data on to the website of pupils who have reached the KS2 swim 25m target Pupils to be entered into gala competitions. Pupils experience competitive swimming situations. 	2200	Unable to achieve these intentions due to COVID	<ul style="list-style-type: none"> Investigate additional 'booster' swimming sessions (not possible this year due to COVID)

Signed off by	
Head Teacher:	Mrs Threlkeld-Brown
Date:	25.6.20
Subject Leader:	Nicola Simpson
Date:	25.6.20
Governor:	David Evans
Date:	23.6.20