

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

St John Fisher Catholic Primary School
Sports Premium
Funding Report and Actions
2019-2020



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.

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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"> • Every child in school has 2 lessons of PE weekly led or supported by a qualified sports coach. • Increased extra-curricular sports clubs which are offered to every year group across the academic year. • Increased participation in attendance of extra-curricular clubs • Children involved in choosing the extra-curricular clubs. • Providing sports coach to work with children in our Wrap-around after school care • Achievement of Silver Healthy Schools award • Achievement of Silver School Games award (2020) • Achievement of Virtual School Games award (2020) • Increased participation in competitive and no-competitive competitions with other local school • Staff CPD via sports coach mentoring • Staff achieved the FA Primary Teachers Award • School field re-development ready for use in Summer 2020. 	<p>We wanted to continue to build upon the progress made last year in ensuring Physical Education was given the status it deserved. We recognised that we still had areas for improvement.</p> <p>These were:</p> <ul style="list-style-type: none"> • Further opportunities for children to take part in a wider range of clubs • Further staff obtaining FA Primary teachers award • Targeting our youngest children to develop gross and fine motor skills • Incorporating more physical activity during the school day e.g. daily mile & wake up & shake up. • Effectively assessing the skills and ability of pupils in order to plan effectively for their progression • Providing opportunities for children to be more active at lunch times • Forest school development within the school grounds to enhance outdoor education & well being

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>	68%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	65%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	46%
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 (Additional sessions were planned for the summer term, however due to the pandemic we were unable to fulfil these sessions)

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>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>				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: £16,959	Evidence of impact: what do pupils now know and what can they now do? What has changed? Sustainability and suggested next steps:
Children in KS1 and KS2 have 2 x 1 hour PE lessons per week and complete daily mile on days with no PE in order to ensure every child has at least 30 mins physical activity per day, increasing fitness in all pupils.	HT/ PE Lead/ Coach timetabling ensure 2x lessons per class per week Teacher timetabling ensures Daily Mile on other days	Sports Coach Salary (21,033)	Whole school focus on P.E. raising the profile across the school. Children actively look forward to their P.E. sessions. Increased fitness in all children. Increase enjoyment of physical activity.	Investigate a dedicated 'Daily Mile' track being marked out on school grounds so that children can also access this activity at break/ lunchtime
Children in EYFS have at least 1 hour of PE with sports coach per week. Sports coach to work in EYFS every day during the morning sessions to provide at least 30 mins activity for children with focus on building strength and gross motor skills.	Dedicate sports coach to EYFS for 3 hours daily Investigate activities and best practice for developing youngest pupils fitness and strength	Sports Coach Salary (21,033)	Increased co-ordination and strength for gross motor skills. Children enjoy physical activity sessions with coach. Importance of movement is clear to children and parents from very beginning of schooling.	Build capacity in EYFS staff so that all staff can lead PE sessions/ intervention sessions.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Continue to work towards afPE Quality Mark in order to raise profile of PE across whole school community and increase awareness of importance of healthy lifestyle.	Kerstine Hogg to support with application. Contact Simon Leach to begin process Audit provision and create action plan Engage wider school community- views and ideas.	£850- cost of award, release time, meetings, cover etc	The Quality Mark Award will focus on the actual impact that high quality PE has on our pupils; this will result in a far greater focus on outcomes rather than just provision which motivated our pupils to strive to always do better.	Continue to self-evaluate provision for PE on a bi-annual basis and adapt/ resource as needed. Continue for 3 years until next award assessment.
Make PE and fitness a key part of our PHSE curriculum in order to teach children the importance of physical activity on our physical and mental health and wellbeing.	Review PHSE curriculum- ensure importance of PE is explicitly taught Learning mentor to research latest advice for school children around physical health and wellbeing. Work alongside Deputy Head and Learning Mentor when writing the PSHE LTP.	CG/MB/VF Release Time Supply £600	Children will understand the importance of keeping physically healthy so that are ready to learn. Children and families will appreciate the link between physical health and mental health and wellbeing.	Review PHSE curriculum annually to ensure it is still up to date and fit for purpose. Sustainable as Learning Mentor is a permanent member of staff.

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:
Sports coach to work alongside staff to increase their knowledge and skills when teaching PE	Use a 6 week co-teaching model which supports teaching staff to deliver PE sessions independently. P.E. Lead to monitor PE sessions to assess impact and delivery.	Sports Coach Salary (21,033)	Staff will feel confident to deliver PE independently. Staff will develop subject knowledge within the subject.	Staff to continue with co-teaching model. Begin to introduce coaching as a tool to develop the staff's knowledge and confidence when delivering P.E. sessions.
Renew 'Get Set 4 PE' which all staff can access to plan in order to ensure quality lessons are delivered which will provide best PE education for our children.	Renew the subscription in February 2020.	£550 ↓	Staff will use the online planning tool to plan effective lessons at appropriate level for the children they teach.	Aim to equip all staff with necessary skills to teach PE effectively and develop subject knowledge. Staff to have a clear understanding of the progression and development of skills in P.E. across the school.
Use Get Set 4 PE' assessment tool to monitor the progress of all children across the subject in order to plan, challenge and support every child's next steps and reach potential.	Use staff meeting time to show staff how to use the assessment tool effectively to track progress of children. All staff to have login and as part of the co-teaching model, staff will assess children alongside sports coach and input data. Staff to analyse data to ensure those working below expected are targeted		Children will be supported to achieve targets/ milestones and challenged to reach their potential, increasing self-confidence in the subject	Cost of resource will be met through main school budget if Sports Premium halts. Review online tool in staff meeting in September 2020.

	in lessons and offered spaces in extra-curricular clubs.			
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:
PE long term plans ensure for a wide range of sports and activities are available to all children.	Review current long term plans and make adjustments as necessary	CG Release Time £600	Clear progression of sports, skills and knowledge across the school. All children will have opportunities to experience a wide range of sports each year and across the phases	Evaluate the plans at the end of each year and alter as necessary.
Ensure PE is well resourced so that children have maximum opportunity to engage with all sports and activities	Audit current PE resources against requirements of long term plans Prioritise equipment needed in order to allow children to engage and take part in sport/ activity and order.	£1,000	Children will have positive experiences of PE and will be motivated to take part in activities. High quality resources organised and taken care of to ensure they last longer.	Create a 3 year resourcing plan which prioritises need to have maximum impact on children and makes best use of funding. Year 6 P.E. monitors
Increase staffing to provide structured opportunities for children to engage with PE/ Sports at break/ lunch	Review timetable and contract of Sports coach so that he is available to work with children during breaks and lunch Provide Lunchtime staff with training/ support to engage children in sports and activities at lunchtime Audit and order resources for activities at breaks/ lunch	CG/TW Additional MDS £2,100 p/a	Increased numbers of children engaging with sports and physical activities during 'free' time in school day.	DHT continue to monitor lunchtime provision and adjust/ provide support as needed.

<p>Widen the range of sports clubs after school in order to target groups of children not currently accessing opportunities (girls/ pupil premium)</p>	<p>Review previous registers for clubs to identify groups not accessing provision</p> <p>Conduct pupil voice to gain perspective of children and desires for extra-curricular clubs.</p> <p>Ensure Summer timetable targets these groups ie 'This Girl Can'</p>	<p>£500 Resources within PE Budget</p>	<p>Children feel valued and that their voice is important. They know that their voices can impact the choices we make a school.</p> <p>Cheerleading club very popular amongst girls in KS2 – excellent feedback from parents too.</p> <p>Increased uptake from these vulnerable groups – particularly in KS2.</p>	<p>DHT/PE Lead to continue to monitor timetables to assess uptake from different groups of pupils.</p> <p>Possibly specifically target children/ families with no engagement.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Commit to Knowsley Sports Partnership SLA to provide opportunities for children to engage in inter school competitions	Buy into the SLA at Gold level- giving full access to all competitions Select competitions to participate at the beginning of each term. Organise transport and parental permission at least 1 week prior to the competition. Ensure different children have the opportunity to participate in competitions.	£1,300	A wider range of children can compete in a variety of sports events- increasing profile of competitive sports across the school and engaging children.	Look to increase the number of events we can take part in- possible purchase of mini-bus in order to support transport to events and maximise sporting opportunities. Changes to SLA next year means different levels of competition. As a result more children can participate in competitions.
Increase the number of Intra-class competitions so all children participate in competitive sports on a regular basis.	Termly intra-class competition to be organised by sports coach.	Sports Coach Salary (21,033)	All children across the school have actively participated in a competition.	Intra-class competitions to continue. Sports Coach or PE lead to organise.

Signed off by

Head Teacher:

Date:

Subject Leader:	Carly Graham
Date:	16/7/20
Governor:	
Date:	