



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

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"> • School Games Mark – Gold Level (4th year in a row) • Increase in the number of pupils participating in competitive events through the cluster and SSP. • Increase in extracurricular participation. • Links with Community – Rotherham United Community Trust, Rotherham Hockey, Herringthorpe Stadium, , Xcite Sports, Rotherham Titans, Whiston Wildcats, Yorkshire Cricket Fonudation • Daily Mile 	<ul style="list-style-type: none"> • Teacher CPD • Swimming attainment to meet national curriculum targets. • Provide opportunities for all children to access 30 active minutes outside of PE lessons.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficently over a distance of at least 25 metres?	49.4% (19.3% increase)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	32.2% (8.1% increase)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88.5% (6.6% increase)

<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</p> <p><i>The original plan was to use the premium to support pupils in Y5 who did not reach National Curriculum standards in Y4. However, due to COVID-19, this had to be cancelled.</i></p>
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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: £ 19,220 (£5946 to carried over to next academic year)		Date Updated: 13/07/2020	
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: 68.7%
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: £13,200	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<p>Continue to provide a wide variety of extra-curricular sporting activities throughout the year.</p> <p>Ensure every class is timetabled a 1 hour x2 PE slot every week.</p> <p>Raise attainment in swimming to meet requirements of the national curriculum before the end of key stage 2.</p> <p>Work alongside Senior Lunchtime Supervisor to provide extra sports equipment to encourage more physical activity during lunchtimes.</p>		<p>Subject leader and certain teaching staff to provide after school clubs in a variety of sports.</p> <p>Appropriate and qualified external coaches to deliver after school clubs in certain sports.</p> <p>Subject leader to plan PE timetable and PE curriculum map and send to all staff through e-mail.</p> <p>Pupils who did not meet National Curriculum standards for swimming in Y4 will receive a letter to have extra sessions in Y5.</p>		<p>£10,500</p> <p>£2500</p>	<p>The following extra-curricular data shows September – March for last year and this year:</p> <p>18/19 – 6469 19/20 – 6372</p> <p>Although the number of pupils taking part in extra-curricular activities were slightly higher last year at this point, it is not a true reflection as some scheduled sporting events had to be cancelled due to COVID-19. Therefore, the numbers this year would actually have been higher than last year.</p>
					<p>The school will continue to ensure there are sports after school clubs running as much as possible during each week of the school year with extra opportunities provided during breakfast club and lunchtime clubs. The school will look to sustain sports clubs throughout the year by using the strengths of current staff and new staff that have been employed.</p> <p>The PE timetable will continue to be planned and printed to make sure every class receives 2 hours of PE every week.</p>

	<p>Senior Lunchtime Supervisor to carry out Lunchtime sports audit and inform PE subject lead or what equipment needs updating.</p>	<p>£200</p>	<p>Swimming top up sessions had to be cancelled due to COVID-19.</p> <p>The equipment purchased allowed more pupils to be more active during lunchtimes.</p>	<p>It is not clear at this stage if we will have the services of Xcite Sports next year to support with PE curriculum delivery. However, a provisional PE timetable has been planned to account for this potential loss.</p> <p>It is important that equipment is used correctly and safely during lunchtimes as well as returned to the playground shed at the end to ensure equipment is not lost and will sustain for a long period of time.</p> <p>Consult with head teacher to discuss the possibility of supporting the new Y6 pupils with top-up swimming lessons before they leave in July 2021.</p>
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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:
				1.8%
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: £350	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 a reliable assessment method for PE. To shape future learning.</p> <p>Develop pupil leadership in Sport with the 13 chosen Y6 Value Leaders who will provide opportunities for all pupils to participate in a range of activities during lunchtime.</p> <p>Inspire pupils through sport – Use Role models/local sporting personalities/ local sports clubs to visit the school and work with the pupils.</p> <p>Work with MODESHIFT STARS to get more pupils active travelling to school.</p>	<p>Subject Leader to try out assessment grid spreadsheet</p> <p>Research other schools to see how they monitor progress and assess in PE.</p> <p>Teaching staff to become more aware of the PE threshold concepts and progress.</p> <p>Hold regular meetings with Value Leaders to discuss; any problems, game ideas, timetable changes.</p> <p>Support and work alongside the Infant School during lunchtimes by providing extra physical activity.</p> <p>Year 6 Value Leaders to support with selected Year 2 pupils to assist with the delivery of lunchtime sporting activities, overtime upskilling and encouraging leadership skills in KS1.</p>	<p>£200</p> <p>£150</p>	<p>Assessment Grids gave a clear, visual idea of where pupils are with their learning and PE targets as well as areas to develop further.</p> <p>The Value Leaders became more and more confident at delivering activities as the year went on. The more confident they became, the more they thrived with their responsibilities. Feedback from lunchtime staff was positive.</p> <p>Pupils are more aware of the sports clubs that are accessible in the community outside of school hours.</p>	<p>Create pupil questionnaires for PE topic areas for the end of each half term.</p> <p>Going forward, after meeting the curriculum development leader, subject leader will look to continue assessing PE on assessment grid with potential support from EMAGZ for summative assessments.</p> <p>Mr Cassell will speak to Year 5 teachers towards of the end of Summer Term 2 about the possible new Y6 Value Leaders for the 2019/2020 academic school year. Training will be arranged for the chosen Value Leaders so that they are fully confident in the activities they deliver to other pupils and regular meetings with Mr Cassell will be held.</p> <p>Research for potential new and</p>

	<p>Assembly delivered by 6 Rotherham United football players. Discuss childhood, school life, who inspired them etc...</p> <p>Rotherham United players to stay behind after school in the playground for autographs and pictures with pupils and their families.</p> <p>Rotherham Hawks Coach (Steve Woodhouse) to work with PE co-ordinator to deliver Basketball PE sessions to Y5 pupils.</p> <p>Carry out pupil questionnaires to see how they travel to school.</p> <p>Assemblies hosted by Dom (Dr Bike) to explain the effects of travelling to school, importance of exercise, emissions etc...</p> <p>Dom to deliver safe bike riding and scooter sessions in school.</p> <p>PIMP my bike days delivered Dom.</p> <p>Dr Bike mornings so that pupils can bring their bikes to school to be repaired.</p>		<p>School Travel Data</p> <p>Walk = 101 (↑ 8)</p> <p>Cycle = 8 (↑5)</p> <p>Scooter = 9 (↑4)</p> <p>Bus = 2 (↑1)</p> <p>Park and Stride = 75 (↑30)</p> <p>Car = 108 (↓ 40)</p> <p>The data shows that pupils are more active when travelling to school as the use of cars has decreased.</p>	<p>different role models who could come into school in the 20/21 academic year to inspire pupils further.</p> <p>The school will look to continue to work with MODESHIFT STARS in order to keep progressing positively with how pupils actively come to school.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			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: £2500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<p>To increase staff knowledge of effective Physical Education practice.</p> <p>To ensure all staff have the appropriate resources to be able to teach effective PE lessons.</p>	<p>Subject Leader to attend PE network meetings and feedback necessary information to staff.</p> <p>Teaching staff to complete PE staff questionnaire to identify areas for personal improvement in subject.</p> <p>Teaching staff to be offered PE specific CPD (RoSIS) to target areas for improvement.</p> <p>Subject Leader to share knowledge and PE documents/folders which will support planning of PE lessons (staff meetings).</p> <p>Conduct PE equipment audit.</p> <p>Use PE equipment audit throughout the year and order in equipment that is required and necessary for upcoming PE topics.</p>	<p>£1500 (CPD booked for 1st June cancelled due to COVID-19)</p> <p>£1000</p>	<p>Teaching staff will be more confident when delivering PE lessons which leads to the pupils participating in higher quality lessons.</p> <p>'Gaps' will be closed in specific PE teaching areas that are identified in the staff questionnaires.</p> <p>Pupils will be developing their skills further with the use of high quality equipment.</p>
			<p>Sustainability and suggested next steps:</p> <p>If possible, PE CPD to be re-arranged and delivered on an inset day during the 20/21 academic year.</p> <p>Support staff with understanding the needs for PE delivery alongside COVID-19 Government guidance.</p> <p>Equipment checks will continually be carried out throughout the year to make sure the school has the correct amount of 'quality' equipment so that pupils are able to develop their skills with the best available equipment to them with no risk to health and safety.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 4.2%
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: 4.2%	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Improve the delivery of Outdoor Adventurous Activities (OAA) as part of the PE curriculum requirements.</p> <p>Alternative events/activities arranged in order to raise profile of sports/sporting events that pupils may have never participated in before.</p>	<p>Schedule OAA into the PE curriculum map for the year.</p> <p>Order new orienteering equipment to be used as part of PE topic.</p> <p>Subject leader to attend OAA course (cancelled due to COVID-19).</p> <p>Subject leader to update OAA PE lessons folder with appropriate lessons.</p> <p>Organise and run a Sports Day at Herringthorpe Stadium which gives pupils the opportunity to participate in events which cannot be done on school grounds; Long jump, high jump, track running, shot put.</p> <p>Mile a day competition to be held on Sports Relief Day to see which class can, on average, accumulate the most steps using a pedometer.</p>	<p>£200</p> <p>£500</p> <p>£100</p>	<p>Pupils have made some expected progress when assessed against the OAA threshold concepts. However, lessons had to stop half way through the topic due to COVID-19.</p> <p>Many pupils gave positive feedback about the new lessons that were being delivered as part of the OAA topic. The pupils really enjoyed using maps of the school grounds to complete challenges.</p> <p>Cancelled due to COVID-19. (Subject Leader to enter the Yorkshire Sport Virtual Sports Day 2020).</p> <p>Pupils showed great teamwork and encouraged each other to push themselves as a class to get as many steps as possible in their time limit. Teachers also took part which further motivated the pupils.</p>	<p>PE subject leader to continue adding useful OAA resources to the school network.</p> <p>PE subject leader to attend re-scheduled OAA CPD.</p> <p>Sports Day 2021 at Herringthorpe Stadium will be booked in advance to ensure Sitwell pupils continue to have the opportunity to experience an excellent facility in the local community.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	13%
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>Provide pupils with the opportunity to compete in as many level 1,2,3 competitions through the School Games.</p> <p>Enter local primary school football league (organised by SJD).</p> <p>Research, organise and provide opportunities for more SEND pupils to attend Inter School Competitions.</p>	<p>Use PE lessons/after school clubs/breakfast and lunchtime clubs to allow pupils to practice skills in order to compete in particular sports.</p> <p>Organise and Pay for transport to and from sporting events and fixtures.</p> <p>Pay additional costs to enter teams into level 2 and level 3 competitions (bouldering competition).</p> <p>Arrange league/cup fixtures with local schools.</p> <p>Pay for travel costs for away fixtures.</p> <p>E-mail SJD monthly and after each fixture is completed to keep up to date with football league table.</p>	<p>£2000</p> <p>£350</p>	<p>Pupils felt more confident taking part in competitions as they had some practice in PE lessons/after school clubs/breakfast or lunchtime clubs.</p> <p>Organising transport takes pressure away from parents/guardians to drop off or collect pupils from events which prevents a barrier to a pupil attending.</p> <p>Rock Climbing Competition Cancelled due to COVID-19</p> <p>The school games mark application is cancelled this year due to COVID-19, however as a school we continue to with a Gold mark which we were certainly on track to achieve again.</p> <p>It is clear to see that the skills pupils developed in their PE lessons and after school clubs were demonstrated in their performances in competitions (evidence = pictures/certificates).</p>	<p>The school will continue to work hard to achieve the School Games Gold Mark for the 20/21 academic year with a view to start progressing towards Platinum for the following year.</p> <p>If possible, due to government guidelines, we will look to enter the primary school football league 20/21.</p> <p>Subject leader to keep regular contact with SGO's to identify future competitions that are accessible for SEND pupils.</p>

	<p>Email local SGO to find out what competitions are available.</p> <p>Enter and pay for appropriate travel (wheel chair access).</p>	<p>£150</p>	<p>Football League could not be completed due to COVID-19.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Shaun Cassell
Date:	28.07.20
Governor:	
Date:	