



# 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



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 **31<sup>st</sup> 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:
<ol style="list-style-type: none"> <li>1) The school's new PE facilities, forest school area, P.E and playground leaders' equipment available for the children to have access to during PE lessons, break times and for extracurricular sports clubs (lunch and after school clubs). This new equipment helps to support PE delivery, opportunities to try new games and activities for the children in the whole school and enhances the PE curriculum.</li> <li>2) Continual raising of the school's profile in PE across the school. We have now achieved the gold school games mark for four consecutive years. This highlights the success the school is having with PE and this is supported by the impact the Sports' Premium is having on the school. The next step is for the school to target 'platinum' status this year which shows how the school values PE. Achieving Platinum in the school games mark gives the school something to be proud about and to try to be the first school in Doncaster to achieve this.</li> <li>3) We offer all children across all key stages the continued opportunity to take part in after school clubs throughout the school year. The parents have access to 4-7 after school sports clubs for the children to be a part of on a weekly basis. We offer a wide variety of clubs such as dance, cheerleading, multi sports, football, tag rugby and many more.</li> <li>4) We create more opportunities for many of our children through all key stages to represent the school in competitions against other schools locally and regionally. We create opportunities to play competitive sports against both local schools and then attend the "Schools Games" competitions every half term. The children are having good success at these competitions by being highly competitive against other schools on a regular basis, by this I mean we are regularly going to competitions and being very strong in our team work and skills. This links to how well the children are doing in lessons, which suggests the schools PE provision is working for our children. The children have won many local and regional competitions throughout this last academic year and we wish to continue this to raise the profile of PE. Therefore, the sports premium funding is supporting whole school PE provision by allowing us to go to lots of different competitions and opening</li> </ol>	<ol style="list-style-type: none"> <li>1) The PE specialist is continuing to work with the head teacher along with specialist companies such as Active Fusion and Club Doncaster to support the school's ethos in improving both children's behavior, attendance and attainment at school through school Physical Education and sport. These bespoke packages give our children positive experiences and incentives within school. The team work of the staff and companies helps us to achieve our targets on the areas discussed above.</li> <li>2) We continue to involve more and more of our staff in terms of being involved with after school clubs and competitions. This allows a variety of staff throughout all key stages to attend inter- and intra-competitive sports competitions with their children from their classes. Here the staff can see the children in a different environment outside of the classroom, giving them opportunities to see the child shine in a different environment.</li> <li>3) We are continuing to development more ICT in to lessons by using the iPads in the lessons and linking them to the CleverTouch interactive screen, enabling children reflect on their learning, peers' learning and review how they can improve their skills both physically and as a coach giving feedback. Children to use the visual aids the CleverTouch screen provides in lessons to help them understand new topics, skills and games.</li> <li>4) We are continuing to develop PE at Foundation stage. PE specialist to work with/support teachers in developing their teaching ability and confidence of PE. PE specialist from September to April as team teach with the staff to deliver high quality PE and will continue to support staff in the delivery of the real PE program in to their curriculum timetable.</li> <li>5) To continue the development of the school's assessment tool in PE. Continue to develop what is working well and what needs to improve. Working alongside other PE leads and professionals in the community to support the development of this. Also an assessment tool that has been developed by a PE specialist in the local community is being considered to be implemented in to the school's PE program.</li> </ol>

<p>lots of opportunities for our children by giving us resources such as transport and high quality PE delivery when PE specialist is out with the children on a competition.</p> <p>5) Further development of PE at Foundation Stage. A specialist was brought in through Active Fusion to support both the class teachers and parents in Foundation Stage in raising the profile of PE, exercise and health in the last academic year to work with the class teachers. A ten-week program was put in place for a specialist team to teach alongside our staff and interact with parents and with the children in an active environment. Lesson delivery in Foundation Stage has significantly improved and the level of opportunities for the children has risen, we are continuing to develop this in this academic year.</p> <p>6) Continuing to promote the school's PE ethos and attitudes, to encourage the children to understand that health and well-being is very important in life. The PE Co-ordinator, PE specialist and class teachers are continuing to embed this in to lessons and make it the school's ethos. We continue to enable the children to have different roles within school and PE lessons. Children are given the opportunity to be leaders, coaches and officials during lessons. We continue to see here that some children flourish in different sporting contexts.</p>	<p>6) To develop the daily mile or 1K a day initiative in to the school working day for the children of all key stages to take part in and therefore increase their activity levels on a daily basis. This initiative is recommended to support children academic learning and is something we are looking at to include if possible to the children's school day.</p>
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Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 5 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	69.09%
What percentage of your current Year 5 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85.45%
What percentage of your current Year 5 cohort perform safe self-rescue in different water-based situations?	27.27%

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No
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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: £19380	Date Updated:		
<p><b>Key indicator 1:</b> 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:	
			16%	
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:
Increase 'Active breaks' both breakfast and lunch time. To develop the school's clubs provision, increase the activity levels of classroom based lessons, forest school, orienteering, team building activities and after school clubs for children in both KS1 and KS2.	<p>New equipment, a variety of fun engaging equipment for the children to use at both morning and lunch breaks. To freshen up the playground leader's equipment box</p> <p>'Forest school' equipment and development of the forestry area</p> <p>2 X new playground storage boxes for children to store equipment safely for our door play at breaks and lunch time</p> <p>New playground equipment to support children being active throughout the day, 30 minutes of activity. Active breaks, breakfast clubs, lunch clubs and after school clubs to promote activity levels of children.</p> <p>Specialist coaches brought in to deliver sessions after school to support the PE</p>	<p>£3050</p> <p>Active Fusion Bespoke Training Package (£380)</p> <p>£650 for maintenance of sports equipment and facilities</p>	<p>Playground Leaders have a sense of ownership and belonging. The children who are a part of this program are proud being involved in this and it gives them different roles and responsibilities within school. Leadership and coaching roles, especially with the KS1 children. The new equipment helps the children to be proud of and to experience new things.</p> <p>The new equipment that is being bought allows the children to have fun whilst burning calories at play times during the school day.</p> <p>New Playground leader's hats for the children involved in the program.</p>	<p>Continue to embed more breakfast, lunch and after school opportunities for our children on a weekly basis.</p> <p>Continue to make links with local community clubs to create pathways for our children. Made big steps with local pyramid school and local grass roots football club this year. Hoping to develop this further in the next academic year.</p> <p>Development of the school's daily timetable to see how and if we can involve the daily mile or 1K a day initiative in to the school's ethos.</p>

	<p>ethos and curriculum in school.</p> <p>Playground leaders program. Here children are given specific training on how to engage other children with a variety of activities.</p> <p>Maintenance of equipment: MUGA, TrimTrail, gymnastic equipment and sports hall.</p>		<p>The quality of the coaching from the PE specialists, sports coaches and dance coaches is reflected in the children's attainment, confidence and improvements in skills such as social, personal, cognitive and creative skills as well as the physical skills we are trying to develop throughout their journey at Owston Park Primary Academy.</p> <p>Whole school attendance continues to improve as in previous year. We believe that the PE program supports the children's attainment and attendance.</p> <p>The continuation of active breakfast clubs, lunch clubs and after schools will encourage children to be at school as they thoroughly enjoy their sport, PE lessons and clubs.</p> <p>In the previous the year the heads of our trust came in to speak to staff and children about our school. The children gave positive feedback suggesting that the PE program and sport at our school was one of their favorite things about our school. Therefore, suggesting how important the Sports' Premium Funding is to the children.</p> <p>The continued support of the sports' Premium is giving our children a positive school life through PE.</p>	<p>Continue to develop the schools equipment and resources as this opens opportunities for our children to have a sense of ownership, to be proud of our school whilst trying new activities.</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:
				6%
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>1) Quality of PE lessons: ICT availability instantly in lessons for all children to access. Through the CleverTouch screen and ipads.</p> <p>2) The children's engagement within PE lessons and attendance at PE lessons. Whole school attendance positively impacted.</p> <p>3) Opportunities for children to engage in new activities, high quality PE within their school day, lunch, after school clubs and inter-/intra- school competitions.</p> <p>4) Active lessons, brain boosting classroom exercises/activities for class teachers to do on a daily/weekly basis.</p> <p>5) CPD Training for the P.E lead and PE specialist to develop the curriculum. Focus on new activities and different sports for children to engage in.</p>	<p>High quality schemes of work; interactive lesson plans used in lessons on interactive screen in school's sports hall for children to access daily. These are new resources linked to the Real PE scheme previously bought into and now Real Gym.</p> <p>Equipment purchased for lessons and play times: Playground equipment and lesson equipment. Lesson delivery</p> <p>Children active in classroom to get them up and active after sitting in lessons and being inactive for a period of time. Exercises/mini competitions given to staff to perform with children for a get up and get active section of a lesson.</p> <p>High quality CPD opportunities through local companies and Active Fusion package that we have bought in to this year.</p>	<p>£350 (£380 Active fusion package) £50 for the registration for school games competitions</p>	<p>PE social media accounts and school website for access to photographs. Assessment of children's progress. Children's skills have further developed through the resources; this is evident through visual assessment and then seen in the recorded data of children's progress in P.E</p> <p>Data collected of children's activity levels at breaks through the active play and school playground leader's programs. Assessment and PE file. Children have a wider knowledge of a number of different skills, health and fitness, nutrition, competitions rules, team work and many others.</p> <p>The quality of gymnastic lessons now raised and the profile of gymnastics and dance within the school's curriculum delivery, including cheerleading and dance after school clubs throughout the year. Which is then linked into school competitions.</p> <p>Community links with local football clubs established. Other community</p>	<p>Source an interactive dance scheme of work into the school's curriculum.</p> <p>Continue to embed more breakfast, lunch and after school opportunities for our children on a weekly basis.</p> <p>Continue to make links with local community clubs to create pathways for our children in a variety of sports</p> <p>Continue to give class teachers opportunities for mini activities to be done in a classroom. Give a variety of options for them to spend 10 minutes both in morning and afternoon with the children in an active manner. Good for brain boosting and concentration in lessons.</p> <p>Possibility of new assessment program for PE to be introduced .</p>



		<p>links with local clubs, sports coaching businesses to deliver a variety of activities, sports and competitions for our children</p> <p>Gives the children opportunity to get moving after periods of time of inactivity and competition(friendly) against the class, both as individuals and in team based activities.</p> <p>Working on team building and co-operation as a team.</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:
				6%
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:
<ol style="list-style-type: none"> <li>1) CPD Training of PE specialist and staff.</li> <li>2) Schemes of Work: online and interactive Real PE and Real Gym (gymnastics)</li> <li>3) Opportunities for class teachers in becoming further involved with PE program, such as experiences in leading competitions, lessons and going out with the children on competitions.</li> <li>4) Dance CPD</li> </ol>	<p>Upskilling PE Specialist and staff in key areas of PE delivery, such as weaker areas of delivery, for example dance and gym. Also work on questioning and continued update on opportunities for the schools PE program. CPD courses for PE specialist to attend through Active Fusion and other companies in the community. Attending these to upskill knowledge and then broaden the opportunities for the children at school.</p> <p>Building interactive lessons in to the school PE curriculum time table, focus on gymnastics and dance lessons.</p> <p>The cover costs to allow staff to go on the competitions with PE specialist to interact with their children in a different environment outside the class room.</p> <p>School website and social media - photos, videos.</p>	<p>£1050 (£380)</p>	<p>Active Fusion bespoke package including up-skilling of staff and children</p> <p>Cover staff to allow them to have more time with children in sporting situations and gain further confidence.</p> <p>Lesson delivery; photos taken of lesson and children’s interaction within them.</p> <p>Children now know how to ask open questions, understand peer assessments and analysis of each other’s performance during lessons. Children work as a coach and athlete roles within lessons and at break times. Children regularly reflect on their learning through ICT, discussions with peers and with P.E Specialist</p>	<p>Continue to develop the working relationship between the school, PE specialist and Active Fusion to progress the schools PE ethos and promotion of physical activity/health and well-being.</p> <p>Also continue to include as many staff as possible from each key stage in the PE program both in and out of school.</p> <p>Embed the online ‘Real Gym’ in to the school’s curriculum, staff to understand at foundation and PE specialist how it works and fits in to the children’s needs.</p> <p>Continue to work on peer assessment, reflective learning in lessons, after lessons and peer review questionnaires.</p> <p>Continue to work on PE specialist’s areas of improvements, such as continued support with orienteering, development of this into the forest school.</p>

				Continue to develop dance teaching and schemes of work in this area.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 24%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Additional achievements: PE specialist and sports coaches to continue to offer a variety of opportunities for our children to take part in sports and physical activities within the curriculum. Experience of lots of different skills and health and fitness activities, whilst having fun.	To continue high quality lesson delivery; focus on the promotion of health, fitness, mental strength, discipline, resilience, respect, self-esteem and confidence to develop the whole child. That then can be transferrable to the class room and at home.  2 X 60 minutes of high quality PE lessons per week for each year group from Foundation to year 6	£4850	High quality lesson delivery. Lesson evidence, photos, videos, school website, social media.  Registers of after school clubs, broad range of competitions that the school has attended.	Continue to be involved with the schools' games competition calendar.  Further development of lesson delivery by working with other PE professionals and also CPD training will allow even more of a variety of sports and activities in lesson delivery, such tri-golf, archery, handball and tennis.  Gain further ideas and knowledge by working with other professionals from other schools and coaching/teaching professionals in PE within the community.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				48%
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>We aim to achieve a similar or better amount of competitions to go to and therefore give lots of opportunities to our children in primary school sport to access competition at new venues, new environments and meet new people.</p> <p>Offering different competition opportunities with 'The School Games' against other schools in the local community. Opportunities for children in both inter- and intra-school competitions (in lessons). Also the school has been competing regionally in previous so we aim to be as successful this year if not more.</p> <p>Competition for both KS1 and KS2 throughout the school year</p>	<p>Each year group given opportunities. Festivals and competitions for Foundation, KS1 and KS2 throughout the school year for children to experience.</p> <p>This allocation of the Sports' Premium is used to get the children to these competitions by transporting them safely by coach or mini bus. This then leads to the costs of cover for the PE lead who goes with the children. Thus keeping the quality of PE high when Primary PE Specialist is out with the children at competitions with staff by bringing in sports coaches who work with PE specialist to cover lessons.</p>	<p>£4150 cover</p> <p>£4850 travel</p> <p>£50 for registration to take part in the school games competitions</p>	<p>Evidence of school's participation in competitions can be seen on the School website, school PE Facebook, Active Fusion website, South Yorkshire Sport website of photos, reports and videos of children's engagement.</p> <p>Impact on children's experiences at school and therefore developing a wide range of skills.</p> <p>Opening doors and opportunities for children to meet new people, experience new sports/games, learn how to win and lose graciously.</p> <p>Visit new venues and different communities thus increasing their confidence, life skills, team work and positive experiences whilst at Owston Park Primary Academy.</p>	<p>Continue to allow children this positive competitive sporting opportunity through the use of the Sports Premium. This allows the children to meet new people, compete against children from different areas. Taking children out of their comfort zones to improve.</p> <p>Potentially looking at purchasing a mini bus for competition travel arrangements, potentially to save sports premium money in upcoming years. Look at the options of us as an individual school to get a mini bus or liaise with the other schools in our trust.</p>

Signed off by	
Head Teacher:	Mrs Vicky Stinson
Date:	May 2020
Subject Leader:	Mr Bradley Johnston
Date:	May 2020
Governor:	Mrs Sue Williams
Date:	May 2020