



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised July 2019

St. Vincent's VC Academy



St. Cuthbert's

Commissioned by
Department for Education

Created by



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

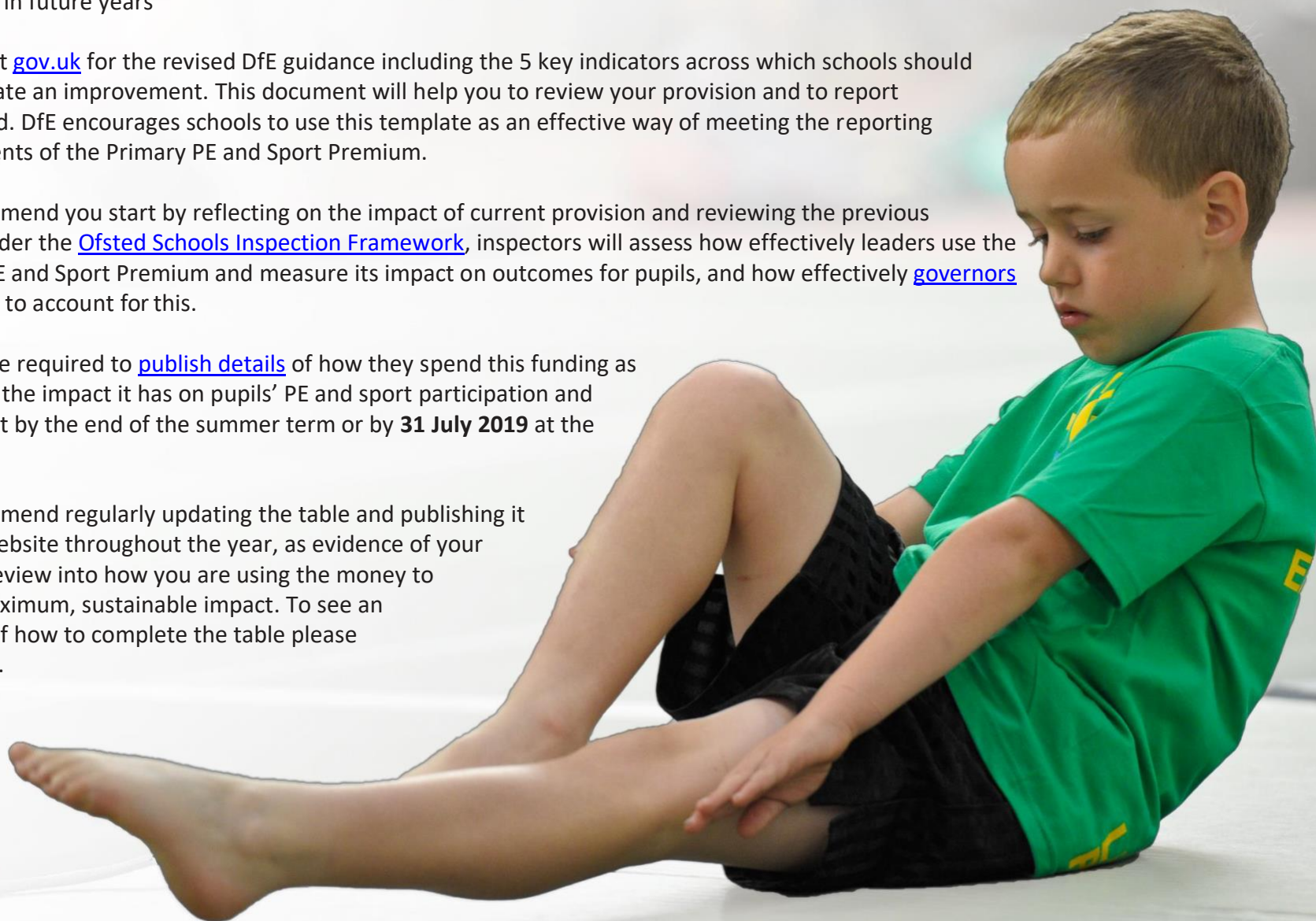
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>*Monitoring identifies increase in quality of teaching and learning, including the upskilling of teachers: still a continuing development area.</p> <p>*Increase in opportunities for SEN children with the aim of creating specific SEN out of school hour club activities – boccia, new age kurling, goalball . . .</p> <p>*Introduction of active lessons in the curriculum, 20% of staff observed delivering active lessons through Literacy/Maths sessions; increase this percentage through further CPD.</p> <p>*Creation of KS1 ballet/dance class.</p> <p>*Possible Silver School Games Award</p>	<p>*Additional staff development in Active maths/literacy lessons – to develop more active children throughout the daily curriculum timetable.</p> <p>*To identify local clubs/leagues with an outlet for the SEN children/sport specific activities – NGBs</p> <p>*To monitor the provision of sport through Pupil Voice questionnaire/school Council/Sports Leaders.</p> <p>*To continue to provide a wide range of competitive sports to cater for all needs.</p> <p>*Olympic themed classroom lessons – cross curricular/sports events – Tokyo 2020</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	60%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	55%
<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> <p>Planning to implement this in the summer term with any remaining sports premium funding.</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 students today and for the future.

Academic Year: 2018/19	Total fund allocated: £17,670	Date Updated: May 2019		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase physical activity over lunchtime. Delivered, where possible, by specific Sports coaches.	-Identify popular activities and seek coaches to deliver -CPD for TA/Lunchtime supervisors -Action plans to be implemented and monitored	£400	Ongoing	
Purchase lunchtime equipment to enable an increase in pupils being physically active throughout the lunch period.	-Invest in lunch time equipment to be used on the playground and in lunchtime sports clubs or by sports buddies	£100	Some purchased but further review needed to ensure specifics are covered	
Introduction of daily mile across school.	Monitoring to check for compliance and impact. Possible employment of TA early to deliver a 'breakfast club' mile.	No cost		
Playground markings implemented to provide opportunities for pupils but also for staff to access to prepare activities for pupils. Resulting in specifically planned physical activity	-Quotes/plans for best quality of provision. -Implement alongside CPD for staff -Time to show pupils/sports leaders how to use.	ongoing	Quotes in progress	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Raise pupil attainment through increased active lessons in Literacy and Maths.	Training for teachers in this area. Time provided for focus through staff development session/model lessons. SLT to ensure the profile of this approach is high	£150	Maths/Literacy/PE co-ordinators to attend next CPD dates 2019/20, TBC with the arrival of the new calendar.	
Bronze/borderline Silver Active Mark award to support the profile of PE and Sport across school during 2018/19.	SLT time and PE coordinator to spend time reviewing and monitoring provision to seek out areas of improvement and target specifics across the year to	No cost	Ongoing – constant monitoring of criteria to ensure targets are being met	
Continue to use Sports leaders to increase pupil leadership, increasing the profile of physical activity during lunchtimes/breaktimes	Training for pupils to deliver physical activity during lunchtime, equipment to support in implementation. Purchase clothing to raise profile – school caps/pin badges for uniforms.	£100	Inactive children are being identified, taught and developed through the Sports Leaders.	
Increasing the profile of sport and physical activity outside of the curriculum. Employing sports coaches over lunchtimes to increase levels of activity across lunch, focusing pupils in their free time ensuring they are ready for learning.	Seeking and employment specific coach/coaches to implement a range of physical activities to meet a variety of age ranges. Providing a raised profile of Sport/Activity and to ensure pupils are focused and ready for learning straight after lunch (Previously reported by teachers a difficult time to engage pupils in learning)	£2500 (repeated cost)	Children with minor behavioural issues are more focused before, during and after their sport specific activity. Lunchtime staff have seen and commented a positive impact in the behaviour of certain pupils.	
Intra break time leagues to work alongside (see above) - dodgeball				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the standard of teaching and learning in Physical Education thus impacting positively on pupil achievement.	-Implementation of specialist PE teacher one day a week. Teaching all pupils throughout the year. Class teachers present at all times and to use this as a CPD opportunities. Staff should be upskilled during the lesson with the focus on improving their own practice. This includes: Stages of planning Deploying resources Adapting provision Seeking maximum pupil progress Refining accurate teacher assessment	£7500	Teachers express increased confidence and early monitoring suggests improvement in standards of lessons. Also seen in lesson where the specialist teacher is not present.	
	-Staff CPD time through meeting times. SLT/PE coordinator to lead		Planned for one observation per class each term.	
	-Teachers and teaching assistants to attend and feedback on impact of attended training session. Sought through 'Hull Active School' program. Shared wider with staff at meeting	£500	Share at staff meeting, staff report improved practice.	
	Purchase new scheme of work to work alongside PE teacher and his/her delivery of subject.	£200 (estimated cost of package)		Scheme of Work will enable teacher to grow in subject knowledge and confidence to deliver PE lessons

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase the opportunities for wider ranging sports across all phases in school.</p> <p>Panathalon – SEN competition involvement – continue to attend and strengthen links with the organiser.</p>	<p>-Pay for additional/wider ranging extra-curricular coaching to achieve a breath of sports and increase pupil participation.</p> <p>Table tennis and ballet classes have been successful and proved popular.</p> <p>Transport to and from these events</p> <p>Purchase new equipment to support with implementation of specific clubs/activities – boccia balls</p> <p>Review timetable and introduce more lunchtime Sports/Active clubs aimed at particular age groups and targeting pupils currently not involved in any wider activity</p> <p>SLT/PE coordinator to use collected data to analyse and specifically targets pupils/sports.</p>	<p>£1800</p> <p>£50</p> <p>£200</p>	<p>Ongoing</p> <p>Pupil Voice – feedback questionnaire whole school – Autumn term 2018</p> <p>Parent verbal feedback positive for opps for out of school learning.</p> <p>Ongoing</p> <p>Develop through meetings with SEN staff to identify opportunities</p> <p>Autumn term – staff meeting focusing on ability of children in class: G and T, SEN . . .</p>	<p>Using info from questionnaire – target non-traditional sports/activities to increase participation</p> <p>Look to increase participants once the clubs are established</p>

Offer taster sessions for sports to establish interest and ensure correct sports are implemented. This should also be an opportunity to force club links in the wider community.

Taster sessions have been implemented with positive outcomes such as pupils joining clubs outside of school

PE Co-Ordinator to liaise with local clubs to discover information/contact details – sports notice board/parent newsletter.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Enabling access to a variety of competitive sports and a range of pupils participating. Increasing pupils who historically do not participate in competition particularly wider than own school.	Continue to work with HAS (Hull Active Schools) to provide a program of competitive opportunities. Participating in as many as possible and tracking which pupil participate to ensure the impact is as wide hitting as possible.	£1500	Next step – identify pupils not taking part – look at participation of KS1/Foundation as a priority	
Swimming – whole class (undertaken at Y4) plus children who have not achieved competency	Payment to programs as they are available across the year	£2100		
Increase participation in new wider competitions and look at forming club links, wherever possible, for pupils	Introduce further in school competitive challenges and use the MAT to extend the level and comparison available. Ensure participation by all across the school. SLT to monitor the implementation of competition and PE coordinator ensure high levels of involvement across the school and feedback on impact. Source community clubs to deliver additional (on top of 2 hours provision) curriculum sessions to promote competitive sport.	£50		
Transportation/entry fees	Catholic Cup Football tournament	£340	Diocese of Middlesbrough annual football tournament aimed primarily at Y5/6 boys and girls.	

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