

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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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](https://www.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"> • Sigglesthorne offers two PE lessons, from a broad and varied curriculum, to all pupils from year 1 to Year 6 each week. One delivered by a sports coach and one delivered by the class teacher. • EYFS have one session each week with a sports coach and have lots of opportunities for gross motor through quality teaching and provision. • Sigglesthorne has offered a regular extra-curricular programme to its pupils and has established good links with sports clubs such as dance, which has proved very popular. • Sigglesthorne has attended as many competitions as possible this year to provide pupils with additional opportunities and build on their personal and social skills as well as develop physically. • Sigglesthorne has engaged with the local cluster of schools and paid into the local sports partnership to keep up to date with all the latest sporting events and opportunities available in our area. • Sigglesthorne has worked collaboratively with local schools and have teamed up with them at sporting events to play as one team. • This year we received the Gold School Games Mark for our commitment to PE last year. • This year we had invited a professional local sports person into school to inspire and motivate the children. • Sigglesthorne has offered new sporting experiences for children such as a 'Get Glowing' event. 	<ul style="list-style-type: none"> • Continue to build upon club links and look at alternative clubs to inspire all children. • To increase children's physical activity during a school day by identifying fun and engaging activities. These activities will then be embedded daily into a school day. • Continue to look at alternative ways to keep children active through outdoor learning. • Research other professionals to be invited into school to work with the children.


Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	% 100
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 100
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


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: £16,400	Date Updated: July 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:
				37% £5,988.79
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"> Throughout the academic year, a variety of after school clubs of different sports and activities have been offered to all the children in KS1 and KS2. These after school clubs will be delivered by the sports coach or an external company and are offered to all children. 	<ul style="list-style-type: none"> Maintain and monitor which children have attended after school clubs by adding information to the sports extra curriculum database once the register has been taken. 	£1,835	<ul style="list-style-type: none"> The clubs proved popular. With a high percentage of children taking part in both the dance club and sports club. 66% of children on role participated in asc provision. This also resulted in children taking part in other clubs outside of school. 	<ul style="list-style-type: none"> Identify which children have not attended or participated in a club. Source out and identify reasons why this is. Continue to find a wide range of clubs and sports to try and engage all children in positive activities.
<ul style="list-style-type: none"> Children who have been selected as Play Leaders will continue to engage children in positive activities at lunchtimes times throughout the week. 	<ul style="list-style-type: none"> Children to be continuously upskilled on games and activities by staff members to ensure the positive activities are engaging the children who are wanting to participate. This will be offered to all children at the school. 	£1,462.29	<ul style="list-style-type: none"> As a result of confident delivery from our play leaders all have provided fun and engaging activities for the children to take part in. 	<ul style="list-style-type: none"> Re-train the new year six children to continue to provide fun and engaging activities.


<ul style="list-style-type: none"> Staff to be upskilled to help improve their knowledge of healthy activities such as wake up, shake up the daily mile and therefore meeting the criteria set by the government of every child to participate in 30 minutes exercise. 	Staff to access a variety of 30 minute exercise options such as the daily mile.	£1,345.50	<p>All children from KS1 and KS2 have been participating in the daily mile.</p> <p>The children reported feeling fitter and although challenging at the beginning could see the benefits from taking part.</p>	The subject leader will work closely with staff to maintain activities delivered to the children and continue to look at alternatives to provide fun and engaging activities.
<ul style="list-style-type: none"> To encourage children to be active in lessons. 	Continue the use of now press play to provide fun, active engaging lessons that see the children up and active.	£1,346	<p>We renewed our subscription for now press play.</p> <p>It has been used successfully throughout the year by the school and was highly successful during an impromptu visit from another school and kept the children active and engaged whilst learning. The children commented on how much fun and active the learning had been.</p> <p><small>Sigglesthorne School Retweeted</small> </p>	<ul style="list-style-type: none"> To look at other ways we can use now press play to continue to keep our children active within lessons. Continue to look at other lessons to provide a broad range of active lessons.
<ul style="list-style-type: none"> Fitness circuit signs to encourage fitness at break and lunchtimes. 	Collect signs from SSP. Arrange with caretaker for these to be put up around the playground.	<ul style="list-style-type: none"> Included in £3500 SSP 	<ul style="list-style-type: none"> These give children a focus and sense of challenge. These have been used successfully during COVID-19 and gave children a challenge to complete each one. 	<ul style="list-style-type: none"> Continue to use these and use these for individual challenge. Ensure they are being used and maintained.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13% £2,145
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"> Throughout the academic year staff will be updating the school community by using different social media tools such as the school website, Tapestry, Seesaw and twitter. 	<ul style="list-style-type: none"> PE lead to monitor the social media outlets such as twitter and maintain they are constantly being updated. Release of staff so they can attend and support events. Staff will take an ipad to capture photos and evidence of the children when they are attending sporting events or tournaments. Staff will then follow up by leading feedback in whole school assemblies 	£1,345	<ul style="list-style-type: none"> The school website and social media outlets are updated when new sporting events or tournaments have been attended by the children. A whole school virtual sports weeks were designed and implemented during the covid-19 lockdown period, these were to replace the traditional sports day that would normally happen in school. These were used to engage children who were home learning and encourage them to remain active. PE lessons and physical activity challenges were also sent out. 	<ul style="list-style-type: none"> Staff members will continue to take evidence of children attending events/tournaments and showing good practice in PE. This evidence will then be uploaded to social media outlets so the school community can view it.
<ul style="list-style-type: none"> To raise awareness of overcoming challenge, coping with disability and discrimination in sport across our school by inviting Rich Willis, 5 times power lifting world champion into school for inspirational whole school assembly and workshops. 	<ul style="list-style-type: none"> Sports lead to liaise with RW regarding times and a quote for half a day plus mileage. Sports lead to feedback to confirm arrangements with the rest of the school. 	£200	<ul style="list-style-type: none"> All children benefited from an inspirational talk on overcoming challenge, coping with disability and discrimination and using resilience, hard work and determination. 	<ul style="list-style-type: none"> Sports lead to enquire about other athletes visiting the school.


<ul style="list-style-type: none"> To raise awareness of other sporting opportunities - 10 weeks courses arrange + a one of learning experience for Year 6 	<ul style="list-style-type: none"> 10 week course arranged in Golf and Cricket - with specialist coaches Year 6 - outdoor learning event arranged 	<p>£600</p>	<div data-bbox="1395 102 1722 429">  </div>	<ul style="list-style-type: none"> Events curtailed by Covid19
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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% £1,000
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"> EBOR subject specialist to support subject lead on latest policies, guidelines and specialist knowledge in PE, school sport and physical activity. 	<ul style="list-style-type: none"> Subject leader to liaise with subject specialist to continue to build on good practice. 	£1,000	<ul style="list-style-type: none"> The PE lead and Ebor Trust Specialist met 3 times throughout the year. Virtual Sessions were arranged when schools went into lockdown. Full day meetings were cancelled. 	<ul style="list-style-type: none"> The PE lead will continue to meet with the academy trust PE specialist on a regular basis and discuss how to improve certain areas of PE provision within the school
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21.75% £3,566.21
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"> Ensure children have access to relevant and high quality equipment for all aspects of the PE curriculum 	<ul style="list-style-type: none"> During the course of the year the PE coach will conduct an audit of the sports equipment that the school uses for PE lessons and events/competitions PE coach/lead will identify which sports equipment needs purchasing in order to offer the children a varied and broad PE curriculum and create a prioritised list. The PE coach/lead 	£2552.21*	<ul style="list-style-type: none"> During a PE lesson the children now have access to equipment that they have not used before. This equipment is completely relevant to the PE session that is being conducted and will help improve the children's skills within that chosen sport. For example the children now have separate equipment at playtimes to sports lessons to 	<ul style="list-style-type: none"> The PE coach/lead will continue to monitor and update the PE itinerary and begin to identify what equipment needs to be purchased or replaced for the forthcoming academic year
				*Audit Spring term, items due to be purchased Summer 2020 but due to Covid19 purchase delayed - money to be carried forward to new

	will then liaise with the SLT team to begin purchasing the equipment.		ensure that high quality resources are available to teach.	academic year.
<ul style="list-style-type: none"> Year 3/4/5/6 to participate in a 'Get Glowing' event. 	<ul style="list-style-type: none"> Arrange with the SSP for delivery. Liaise with staff dates and times of event. 	£3500 included in the SSP.		<ul style="list-style-type: none"> Look at alternative events such as these to engage pupils in physical activity.
<ul style="list-style-type: none"> AL to ensure that we are communicating with parents and external bodies effectively to widen the sporting participation opportunities for the children. 	Sports lead to discuss with AL the areas of the job and the time required to complete tasks.	£1,014	<ul style="list-style-type: none"> Respond to and filter PE related communications to ensure that we are maximising every sporting opportunity. Written communication (using different media) to parents to be completed well in advance regarding sporting matters. AL to continue to work alongside sports lead to develop and establish systems. The sports lead has commented saying how this has been an invaluable tool in organising events and maintaining positive contact with parents and carers. 	<ul style="list-style-type: none"> EG to continue to work alongside AL to develop and establish systems.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				31% £5,100
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"> Schools Sports Partnership membership to increase opportunities for Level 2 competitions. 	<ul style="list-style-type: none"> Agree the service level agreement Attend cluster meetings Liaise with coordinators 	£3500	<p>Sigglesthorpe has attended many events this year including cross country, bocca, table tennis, hockey and orienteering.</p> <p>Comments from children about taking part in the events.</p> <p>"I enjoy seeing my friends from other schools."</p> <p>"It was really fun to try something new, I really enjoyed taking part."</p> <p></p>	<ul style="list-style-type: none"> Sports lead to continuing to attend cluster meetings and work with staff to ensure that we are providing the maximum number of opportunities for the children.

<ul style="list-style-type: none"> Transport to events 	<ul style="list-style-type: none"> Transport was arranged to cluster events and additional activities - including:- <p>Brownlee foundation event - whole school participation Swimming transport Bridlington School - Get Glowing Year 6 - Outdoor learning experience</p>	£1,600	We had a number of activities requiring transport 5 took place but 4 didn't take place due to Covid19.	<ul style="list-style-type: none"> Covid19 curtailed involvement.
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Head Teacher:	
Date:	30th July 2020
Subject Leader:	K.Wrightson
Date:	20 th July 2020
Governor:	H Freeborn
Date:	30th July 2020