



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Created by

What is the PE sport funding?

Schools must use the funding received, to make additional and sustainable improvements to the quality of PE and sport they offer. Each school with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil. A sum of this money is allocated to a joint project in the Ebor Academy Trust to provide sports specialists across schools.

How will we invest this at Park Grove Primary Academy?

At Park Grove we have developed a provision plan to ensure this funding is invested to maximise the long term impact of our PE provision for pupils and staff. The funding is invested in various ways and the impact of these initiatives is closely monitored through the depth of children's engagement, the assessment of their children's skills, staff and pupil feedback and the uptake up of the extra-curricular sporting offer.

During the 2018/19 academic year the main focus of the PE action plan was:

- a) to increase activity levels during school time, with a focus on the least active.
- b) to increase the level of exposure to a wide variety of sports.
- c) to increase the opportunity for the children to take part in competitions.
- d) to offer high quality CPD to all teachers and assistant teachers to develop their skill and confidence in delivering high quality PE.

In addition, the funding made available in the 2018/19 academic year has been used to achieve a self-sustaining improvement in the quality of PE and sport in school. As stated in our provision plan, we will continue to use the services of qualified sports specialist coaches to work collaboratively with teachers delivering one PE lesson per week to every class. Year 1 – 6 will continue to receive a further focussed PE lesson per week delivered by the class teacher, building on the high quality lessons and specialist CPD.

It is important to emphasise that this specialist based spending is focused on providing a long lasting impact to enable all staff to deliver high quality PE and to promote an active lifestyle for all children that will continue beyond the Primary PE and Sport Premium funding. The increased focus on sport, exercise and the enjoyment of physical activity has increased confidence and self-esteem in our children. Furthermore, teachers continue to benefit from regular training, advice and support from the specialist coaches which increases their capacity and skills.

As a school, we regularly monitor the teaching of sport through lesson observations, parent feedback, pupil interviews and pupil questionnaires. In response to this, we provide a variety of after school clubs, which are adapted throughout the year in line with children's interests. Different age groups are given the opportunity to take part in a rich and varied activity offer across the year. Class teachers also provide further extra-curricular sporting activities. Our extra-curricular sports clubs for 2018-2019 include football, cricket, running, table tennis, netball, rounders' and many more.

Please see our Sports Clubs section for more details.

u should use the Primary PE and Sport Premium to:

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. The Primary PE and Sport Premium should be used 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](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. 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.

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:
<ul style="list-style-type: none"> ● Close work with Total Sports has occurred to ensure coverage of sports has been taught correctly throughout the year with follow up observation for each Total Sports teacher during the academic year. ● CPD opportunities for subject leaders to enhance the quality of PE at Park Grove. Staff members have also observed Total Sports lessons as part of CPD. ● Purchasing new PE equipment to ensure children have access to a wider range of sports throughout school. ● Taken part in different competitions throughout the year including 'High Five' netball. ● Close work with local schools to arrange friendly games and activities. 	<ul style="list-style-type: none"> ● Continuation of CPD opportunities to maintain the high standard of delivery in PE. ● Next year, Park Grove's focus will be involvement in competitions. ● We would like to continue to provide a broad range of extracurricular activities. ● Implement the new scheme of work, to KS1 and KS2, to improve and heighten the quality of PE delivered across school. ● Subject leader to work alongside Ebor specialist to deliver CPD more effectively across the school.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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?	Yes /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 students

Academic Year: 2018/19		Total fund allocated: £18,230	Date Updated: July 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:
<ul style="list-style-type: none"> • All children to receive 2 hours a week. • To offer a variety of after school clubs. • To increase the number of after school clubs. • Introduction of 'GoNoodle' activities, daily, to further engage children with academic work. • Subject leaders identify children who are less engaged and actively encourage them to participate in clubs. • Restock PE cupboard to ensure the PE curriculum can be covered effectively. 	<ul style="list-style-type: none"> • To deliver assemblies to promote the clubs available to children after school throughout the year. • To provide a varied timetable throughout the curriculum for KS1 and KS2. • To implement the strength of teachers when thinking about after school clubs. • Completing pupil voice questionnaires. • Staff meeting to introduce GoNoodle and timetabling for daily sessions • PE leader to audit PE cupboard. • Talk to teachers and pupils about new equipment. • Purchase new equipment for the playground. 	<p>Part of £11,200 for Total Sports</p> <p>£409.41</p>	<ul style="list-style-type: none"> • Table tennis final showcased in KS2 assemblies – this raised the profile of sporting competitions by inspiring KS1 to take part in the future. • Completion of Sports Relief mile and Race for Life • Promoted calmer experiences for Year 6 children to help with SATs pressure through a 'Stretch, Flex and Flow' club. • Sports Day (one for KS1 and one for KS2) to take place in Summer 2. • All aspects of the PE curriculum has been covered. • "Equipment available has been sufficient for all sports." Year 3/4 teacher. 	<ul style="list-style-type: none"> • From after school clubs delivered, children have had greater opportunity to participate in more competition inside and outside of school. • Gain pupil voice from the children to inform clubs for 2019/2020. • Regularly conversation with staff to ensure confidence in delivering extracurricular activities. • Provide staff opportunities to observe Total Sports extracurricular activities. • Ensure equipment is looked after by table tennis committee monitored by subject leader. • Lock PE cupboard to ensure safe equipment.

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:
<ul style="list-style-type: none"> To showcase different sporting events happening through school. Sports days (EYFS/KS1 and KS2) Purchase new outdoor equipment to support behaviour at lunch and playtimes. Restock PE cupboard to ensure the PE curriculum can be covered effectively. 	<ul style="list-style-type: none"> Tournaments prior to the event. Allocating time for sports e.g. table tennis finals to be showcased in assemblies. Purchase new equipment to enable best play. Arrange swimming gala. Timetabling days for Sports Relief and Sports Day. Audit of Sports Day equipment by PE leaders. Purchase equipment needed. Cover for both subject leaders over two days. Subject leaders talk to staff and MSAs to decide on appropriate outdoor equipment. Purchase outdoor equipment. Discuss with children about the safe use of outdoor equipment. PE leader to audit PE cupboard. Talk to teachers and pupils about new equipment. Purchase new equipment. 	<ul style="list-style-type: none"> £182.82 £1050 £163.94 £409.41 already stated 	<ul style="list-style-type: none"> Table tennis held across the year. Match reports shared with the children Equipment used effectively in practice and tournaments. Year 6 pupil "I really enjoy the table tennis at Park Grove because you can have a relaxing yet competitive time." Year 6 pupil "I enjoy table tennis because it is something that I can do at wet break. I love the ladder leagues as it allows me to play against other pupils in school." "The new equipment provides a better game" Swimming gala match report shared in whole school assembly. Sports Day successful. New equipment used effectively Year 4 pupil "I really enjoyed the races during Sports Day and the 1st, 2nd and 3rd place stickers." Purchased skipping ropes and basketball hoop and balls. Pupil behaviour (particularly when not on the field) has improved. All aspects of the PE curriculum has been covered. "Equipment available has been sufficient for all sports." Year 3/4 teacher. 	<ul style="list-style-type: none"> Ensure equipment is looked after by table tennis committee monitored by subject leader. Year 6 children to write and share own swimming gala report. Lock PE cupboard to ensure safe equipment. Equipment used can be used next year. New audit to be carried out by subject leader. Equipment monitored by subject leader throughout the year. Lock PE cupboard to ensure safe equipment. Site manager care for basketball hoop and balls. Ensure all equipment is stored safely. Ensure equipment is looked after by table tennis committee monitored by subject leader. Lock PE cupboard to ensure safe equipment.

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:
<ul style="list-style-type: none"> The use of a sports specialist to plan and teach sports alongside class teachers. (Working alongside Reception-6). Ebor specialist. Learning walks of staff and monitoring of planning. 	<ul style="list-style-type: none"> Children to receive high quality sports lessons delivered by a sports specialists and class teachers. Staff to receive high quality training through co-teaching to assess children and improve development. Staff to work alongside specialists in order to gain CPD and improve their practice and planning. Working alongside specialists to develop a more engaging scheme of work. Learning walks to monitor. (½ for each subject leader - cover arranged.) Total Sports working alongside school staff to provide two sports enrichments days. Subject leaders to liaise with GJ to discuss school improvement plan for PE. PE Subject leadership and moderation cover Both subject leaders' full day. Feedback to staff to help improve PE provision. 	<p>Part of Total Sports £11,200 £500 for cover.</p> <p>£2,000</p> <p>£1,500</p>	<ul style="list-style-type: none"> Children receive 2 high quality PE lessons each week (inc TS) Participation in different competitions throughout the school year (i.e. Football, hockey, netball, swimming). Year 3 pupil "I really enjoy playing the games and sports, my PE teachers are impressive and I really enjoy sport at Park Grove!" Year ½ teacher "My teaching in PE has improved thanks to observing lessons delivered by Total Sports." Subject leaders meet with GJ. Discussed and shared assessment schemes. Moderation meeting and CPD opportunities. "As a new subject leader, I have really benefited from the support from the Ebor Specialists. I believe my knowledge of statutory requirements has improved and I am now more confident." Staff given key development points verbally and continuing monitored by subject leaders. 	<ul style="list-style-type: none"> Confidence of teaching PE has improved in school. "Total Sports has been beneficial to me as it improved my subject knowledge of ball skills. I now feel confident teaching different techniques." Subject leaders to share best practice with the staff. Teacher to continue to observe and learn from TS. Ensure that the TS curriculum runs alongside schools. Children have had the expert teaching and can bring that into competitions in the future. Subject leader to cascade knowledge gained to staff to improve PE standards. Share knowledge with SLT. Improved PE provision across Park Grove to continue next year.

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:
<ul style="list-style-type: none"> To offer a variety of after school clubs. To increase the number of after school clubs. Subject leaders identify children who are less engaged and actively encourage them to participate in clubs. Audit of school PE cupboard to ensure enough equipment is available for a broad curriculum. We wanted to introduce new sports in school including rugby and badminton. Additional staff to support Year 6 children who cannot swim competently, confidently and proficiently over a distance of at least 25 metres? 	<ul style="list-style-type: none"> To deliver assemblies to promote the clubs available to children after school throughout the year. To provide a varied timetable throughout the curriculum for KS1 and KS2. Analysing pupil voice to ensure that the clubs are what the children want. Audit carried out by subject leaders - allowed for a broader range of equipment and sports e.g. rugby balls. Discussion with children after different sports to gain insight into their interests. Purchased new equipment. Staff to support during swimming lessons. Half day cover over 12 weeks. 	<p>Part of the £82.89.</p> <p>Part of 11,200 for Total Sports</p> <p>£93.83</p> <p>£600</p>	<ul style="list-style-type: none"> Table tennis final showcased in KS2 assemblies – this raised the profile of sporting competitions by inspiring KS1 to take part in the future. Completion of Sports Relief mile and Race for Life - Twitter to promote future running clubs. ‘Stretch, Flex and Flow’ club after pupil voice from Year 6 children. Sports Day (one for KS1 and one for KS2). Equipment arrived and works appropriately. More children in Park Grove are able to swim competently, confidently and proficiently over a distance of at least 25 metres. 	<ul style="list-style-type: none"> From after school clubs delivered, children have had greater opportunity to participate in more competition inside and outside of school. Gain pupil voice from the children to inform clubs for 2019/2020- identifying children who are DA who did not take part in Sport in 2018-2019 Regularly conversation with staff to ensure confidence in delivering extracurricular activities. Provide staff opportunities to observe Total Sports extracurricular activities. Pupils now have access to rugby and badminton sessions. Year 6 children will have a life skill which is vital for safety. Staff who accompanied the children have increased knowledge of teaching

				swimming.
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:
<ul style="list-style-type: none"> • To ensure a wide variety of sports are available through lessons taught by specialists and class teachers. • To raise number of pupils participating in school clubs. 	<ul style="list-style-type: none"> • Create a varied timetable across the curriculum for KS1 and KS2 • Provide a variety of after school clubs. • Take part in different sporting competitions (football cup and league, swimming gala {covered for two staff one TA and one teacher}, netball competitions...) 	Part of 11,200 for Total Sports £350 for staff cover.	<ul style="list-style-type: none"> • More children participated in after school clubs. • More of range of extracurricular clubs available to ensure all children are catered for. 	<ul style="list-style-type: none"> • Children use the skills taught in the clubs in competitions in the future.