

# 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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Created by:  Association for Physical Education  YOUTH SPORT TRUST

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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](http://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](#).

## **Park Grove Primary Academy**



### **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.

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:
<ul style="list-style-type: none"> <li>● Our curriculum is designed with a broad, cross-curricular approach in mind. When applicable, we link our learning to the four-year (KS2)/ three-year program (EYFS + KS1). <b>Victorian Dance in Autumn 2 linked to the Victorian topic.</b></li> <li>● The curriculum gives the children the opportunity to try different sports and skills that they may not have access to outside of school - this is vital for the DA children <b>e.g. golf in Summer 2 for the KS1 children.</b></li> <li>● Our curriculum is rooted in the fundamental skills that start with the EYFS curriculum.</li> <li>● At the heart of our PE provision is a collaborative partnership, using the expertise of Total Sports. Policy and practice across the whole school is continually reviewed and adapted to meet the needs of the children and staff.             <ul style="list-style-type: none"> <li>○ Total Sports work alongside staff on a termly basis, using the approaches of team teaching and observations.</li> </ul> </li> <li>● Collaboration of staff, pupils and Total Sports in order to provide a bespoke, needs-driven PE programme.</li> <li>● All views of staff and pupils are at the heart of PE and school sport provision and are listened to. The information is then acted upon to tailor a suitable program of CPD and enrichment activities, including clubs.             <ul style="list-style-type: none"> <li>○ High quality clubs offered by both staff in Park Grove and Total Sports.</li> </ul> </li> <li>● A team of 12 Year 5 and 6 sports leaders for the school.             <ul style="list-style-type: none"> <li>○ Working alongside teaching staff in Autumn 2 half-term in a structured way to model clear expectations. Sports Leaders then applied this knowledge to inter-school competitions for Year 5 children.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To ensure that the cross-curricular PE map, put in place this academic year, is continued and reviewed termly.</li> <li>● To continue to develop PE assessments in school.</li> <li>● This year, a target was to enter more outer-school competitions. Due to COVID-19, this was not possible and is a target that will continue next year.</li> <li>● Continue to give teaching staff excellent CPD opportunities and tailor the CPD for staff.</li> <li>● With the success of the inter-school competition (run by Year 5 and 6 PE leaders) this year, we would like to expand this to all year groups.</li> <li>● Explore different ways to gain more parental engagement.</li> <li>● Continue to use Total Sports expertise and knowledge as a tool for school improvement.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 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>	% Due to Covid-19, our pool is closed
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	% Due to Covid-19, our pool is closed
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%Due to Covid19, our pool is closed
<p>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?</p>	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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £18,270		Date Updated: June 2020	
<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:
					%
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:
Restock of the PE cupboard to ensure that PE can be taught effectively across all year groups.	PE coordinator to put a restock list in the PE cupboard for teachers to add to after sessions after using the equipment. PE coordinator to monitor this list and buy equipment using appropriate websites.		£529	Ensure that all children have access to adequate PE equipment during all lessons. - <i>“There were not enough footballs for my entire class to use, now all children have the appropriate PE equipment for all lessons.” Year ½ teacher</i>	Ensure that PE equipment is looked after carefully. Work with PE leaders to put away equipment and have adequate space for all new items.
Whiteboard for the Gym.	PE coordinator to look to find the best price for a whiteboard. Work with the site manager to find a suitable whiteboard which would be suitable - health and safety.		£109	Teachers now are able to use the whiteboard to write learning objectives and outcomes for the children. Also used for competition tactics during practices.	Whiteboard is secured with additional wall mounts to ensure that it lasts for years. Whiteboard is modified by the site manager to ensure that it can not be damaged by ball strikes.

<p>Cover for PE coordinator to work with Total Sports to create policies and procedures for the school.</p>	<p>PE coordinator (PE leader) to meet with Total Sports staff for a full day to create a curriculum map for the school, edit policies and share planning and resources.</p>	<p>£200</p>	<p>PE coordinator and Total Sports staff created a long-term plan and edited the 2-year rolling program to ensure a balanced curriculum. Looked closely at progression of skills across all topics. Shared planning and resources. <i>‘Vital time with the Total Sports team which improved my knowledge of leading PE and ensured high-quality PE to be taught throughout school’ PE subject leader and Year 3/4 teacher.</i></p>	<p>Although the long-term plan is a working document, this provides a basis for planning to be built upon for years to come.</p>
<p>Health and safety equipment for all classes. Bobbles and earring tape.</p>	<p>Do a stock check of all bobble and earring tape in school. Ensure that bobble and earring tape is adequate for the use. Ensure that all children have access to a hair bobble and earring tape during lessons.</p>	<p>£36</p>	<p>Set of bobble and earring tape for all classes. Ensured that all children had adequate health and safety equipment during all lessons.</p>	<p>All classes to be responsible for their own earring tape and bobble. Enough equipment bought for at least 2 years.</p>
<p>Additional swimming lessons for the Year 6 children who did not meet the National Curriculum criteria for water safety.</p>	<p>Identify children who did not meet the criteria for water safety. Give the children additional lessons to meet the criteria.</p>	<p>£500</p>	<p>Additional staff went to swimming lessons with the Year 6 children. Worked closely with the SEN children identified as non-swimmers. More children in Park Grove are able to swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>Ensure that all children have the ability to swim - particularly with the school located so close to the river. Staff have increased confidence in supporting swimming.</p>



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
PE leadership children in Year 5 training	PE coordinator to be out of class to train the Year 5 children to become PE leaders in school. Work closely with them in a structured way to create competitions for the whole school.	£200	<ul style="list-style-type: none"> <li>- All Year 6 PE leaders understand their role and can now lead inter-school competitions. E.g. dodgeball competition for Year 5 children.</li> <li>- <i>"I loved the dodgeball tournament - it was great my friends judged it!" Year 6 pupil.</i></li> </ul>	PE leaders now have the adequate PE knowledge to have additional responsibilities in school. They are excited about PE and raise the profile of PE around school - this will have a positive impact on competitions and interest in sports and clubs.
Whistles and equipment for the PE leaders.	Discuss with the PE leaders what they would like to buy to show they are PE leaders to the rest of the school. Look at prices from a range of websites. Purchase the equipment and distribute it equally.	£86	<ul style="list-style-type: none"> <li>- Unfortunately, due to COVID-19, the PE leader equipment arrived after the school closed.</li> </ul>	PE leader equipment will be used next year for the new Year.
Additional playground equipment for the children to be active on the playground.	PE leaders discuss with each class equipment they would like to see on the playground. PE coordinator to source equipment and buy.	£276	<p>Outdoor equipment purchased. Included in the kit are games that the PE leaders will lead during playtimes and lunchtimes.</p> <ul style="list-style-type: none"> <li>- Unfortunately, due to</li> </ul>	Playground equipment will now be used next year with the new PE leaders. PE equipment will be housed securely (please see below) and the leaders will be

	let out rules and expectations for the equipment and PE leaders to be responsible for packing equipment away.		COVID-19, the playground equipment arrived after the school closed.	responsible for the equipment (monitored by PE coordinator ) which will ensure that the equipment will continue to be usable for years.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Total Sports to work closely with all teachers to advance CPD and their understanding and knowledge of their PE teaching and curriculum.	Staff questionnaire to take place in Autumn to identify what CPD the teachers would find beneficial. Support plan to be put into place to give the staff their personalised CPD program. This questionnaire and CPD to continue twice a year.	£11,200	Every teacher had a 1:1 team teaching and observation session with Total Sports. Planning shared with teachers to support their preparations. <i>Luke had a great relationship with the children and made the lesson energetic, engaging and fun. He set his expectations immediately and was very quick to intervene if these were not being met. The pace of the lesson was excellent and just right for our children." Reception and Year 1 teacher.</i>	Good feedback from teachers about their sessions with Total Sports. Working closely with Total Sports will ensure that all teachers have the adequate skills to deliver high-quality PE weekly. The use of a tailored yearly PE CPD program will ensure that the teachers continue to build on skills they learnt from the previous years.
Total Sports teachers working alongside staff for key worker children to give additional CPD opportunities.	Talk to Total Sports about what sports and equipment can be used for health and safety. Ensure that they are placed on the rota with different staff to ensure that all staff get CPD time with Total Sports	Part of the £11,200	Total Sports staff are part of the care for key worker children (with another member of staff for the school). They work closely with staff (normally on afternoons) to deliver PE and exercise activities for the key worker children. The staff team teachers with Total Sports.	Advances all staff's CPD and skills for delivering PE. Develops close relationships with staff from Park Grove and Total Sports.

<p>Total Sports and the PE leader to work together in parallel classes to advance the CPD of PE leaders in school.</p>	<p>PE leader and Total Sports staff to share planning and resources. Observe and team teach together regularly to advance the CPD of the PE leader. Meet every Monday lunchtime to discuss coming lessons and to prepare as a team.</p>	<p>Part of the £11,200</p>	<p>PE coordinator for Park Grove worked alongside the Total Sports staff to deliver parallel lessons in Classes 8 and 9. Discussed planning and resources prior to the lesson. Advanced PE coordinator CPD.</p>	<p>The CPD for the PE coordinator has been valuable and important for</p>
<p>Total Sports to deliver a staff meeting for all teachers during Summer term.</p>	<p>Arrange a time for Total Sports to come to Park Grove to deliver a whole school staff meeting</p>	<p>Part of the £11,200</p>	<p>Unfortunately, this could not take place due to COVID -19. Total Sports will deliver a staff meeting next year.</p>	<p>Unfortunately, this could not take place due to COVID -19. Total Sports will deliver a staff meeting next year.</p>
<p>PE leader to meet with Ebor Specialist for a whole day to discuss CPD and PE improvement plans.</p>	<p>Arrange a time to meet with the Ebor PE specialist. Arrange cover for a full day for PE coordinator classroom.</p>	<p>£200</p>	<p>PE coordinator met with the Ebor PE Specialist to discuss areas of improvement for Park Grove.</p>	<p>Identifying areas of improvement allows the PE coordinator to focus on that area.</p>
<p>PE leader to attend a PE leader meeting for an afternoon to discuss competitions, network with other schools and arrange a Ebor sports competition.</p>	<p>Arrange cover for PE coordinator class for the afternoon.</p>	<p>£100</p>	<p>PE coordinator attended the PE network meeting. Discussed finances and support going forward for all Ebor Schools.</p>	<p>Allows sharing of ideas, planning and resources. Creates links with other Ebor schools for competitions.</p>
<p>Ebor PE Specialist support.</p>	<p>Ensure that time is being used effectively.</p>	<p>£500</p>	<p>PE coordinator and Ebor PE Specialist met and discussed areas of improvement (see above). Access to ebor network meetings and support from Specialists.</p>	<p>Support from Ebor PE Specialist allows PE coordinator to gain new knowledge and bring new ideas to improve PE across the school</p>

PE coordinator learning walks on Total Sports and all teaching staff.	PE coordinator to arrange learning walks for all staff and Total Sports.	£200	PE coordinator completed all learning walks and fed back to teachers and Total Sports staff.	Ensure that high-quality PE sessions are taught throughout the school.
PE equipment organisation.	PE coordinator to see what storage is needed for the PE cupboard. Organisation is key in the PE cupboard to ensure that all teachers can have access to all the equipment needed. PE coordinator to research prices for storage.	£244	Purchased storage bags, containers and hoop rails for the cupboard. Site manager and PE coordinator worked together to ensure that all equipment is readily available for teachers. Allows teachers to use all the equipment to deliver the best quality teaching.	All equipment now has a place and is readily available for all staff.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<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 it? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Total Sports after school clubs. To give the children additional and a broader experience of sports at school.	Discuss with Total Sports the price per pupil for the sessions. Price of Total Sports includes -£2 for each child per session that signs up to the clubs. Additionally, four disadvantaged children get the clubs free of charge each half-term.	Part of the £11,200 for Total Sports	All clubs went ahead. Four disadvantaged pupils took part in each session. Good feedback from parents about Total Sports Clubs.	Raises the profile of Sport in Park Grove. Allows pupils to receive additional training and experiences that could propel their future aspirations.
Junior rubber hammer throw	PE coordinator to find appropriate	£76	Unfortunately, due to COVID-19,	Unfortunately, due to

<p>equipment. Want to give the children additional experiences at a primary level to give them more aspirations.</p> <p>Replacement of foam javelins.</p>	<p>equipment - looking particularly at measurements for all age ranges. P.E coordinator to source equipment.</p> <p>After last year's Sports Day, some of the javelins were broken due to years of use. Additional javelins needed to ensure that the children can experience a range of sports. P.E coordinator to locate and buy equipment - looking at sizing for KS1 and KS2.</p>	<p>£43</p>	<p>the equipment arrived after the school closed. We will link this to the Olympics next year.</p> <p>Unfortunately, due to COVID-19, the equipment arrived after the school closed. We will link this to the Olympics next year.</p>	<p>COVID-19, the equipment arrived after the school closed. We will link this to the Olympics next year.</p> <p>Unfortunately, due to COVID-19, the equipment arrived after the school closed. We will link this to the Olympics next year.</p>
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<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:
PE leaders to lead inner-school competitions for all year groups	PE coordinator to find an adequate pump. New pump was needed for dodgeball competition to ensure that it could go ahead.	£20	Pump came and was correct. Used effectively and dodgeball competition went ahead.	Raised the profile of PE in school. Unfortunately, due to COVID-19 we were unable to complete anymore inter-school competitions. Next year, three inter-school competitions are arranged. Year ½, Year ¾ and Year 5.
New bibs needed for netball competition.	PE coordinator to find appropriate netball bis for competitions.	£46	Netball bibs bought and worn to High Five competition.	School now has an adequate set of competition netball bibs that can be used in training and future years
York Football Competitions - access to all football competitions in York	PE coordinator to complete form to sign up to the York competitions. Ensure that Park Grove can take part in all competitions.	£50	Park Grove took part in 5 matches as part of the York Football Competitions. Unfortunately, due to COVID - 19 the rest of the football competitions were cancelled.	Allows the football training to have a focus. Competition raises the profile of football and PE in school. Gives the footballers an experience at competition at a primary level.

Signed off by	
Head Teacher:	Jo Sawyer
Date:	7.7.21
Subject Leader:	Ben Rogers
Date:	7.7.21
Governor:	
Date:	