

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

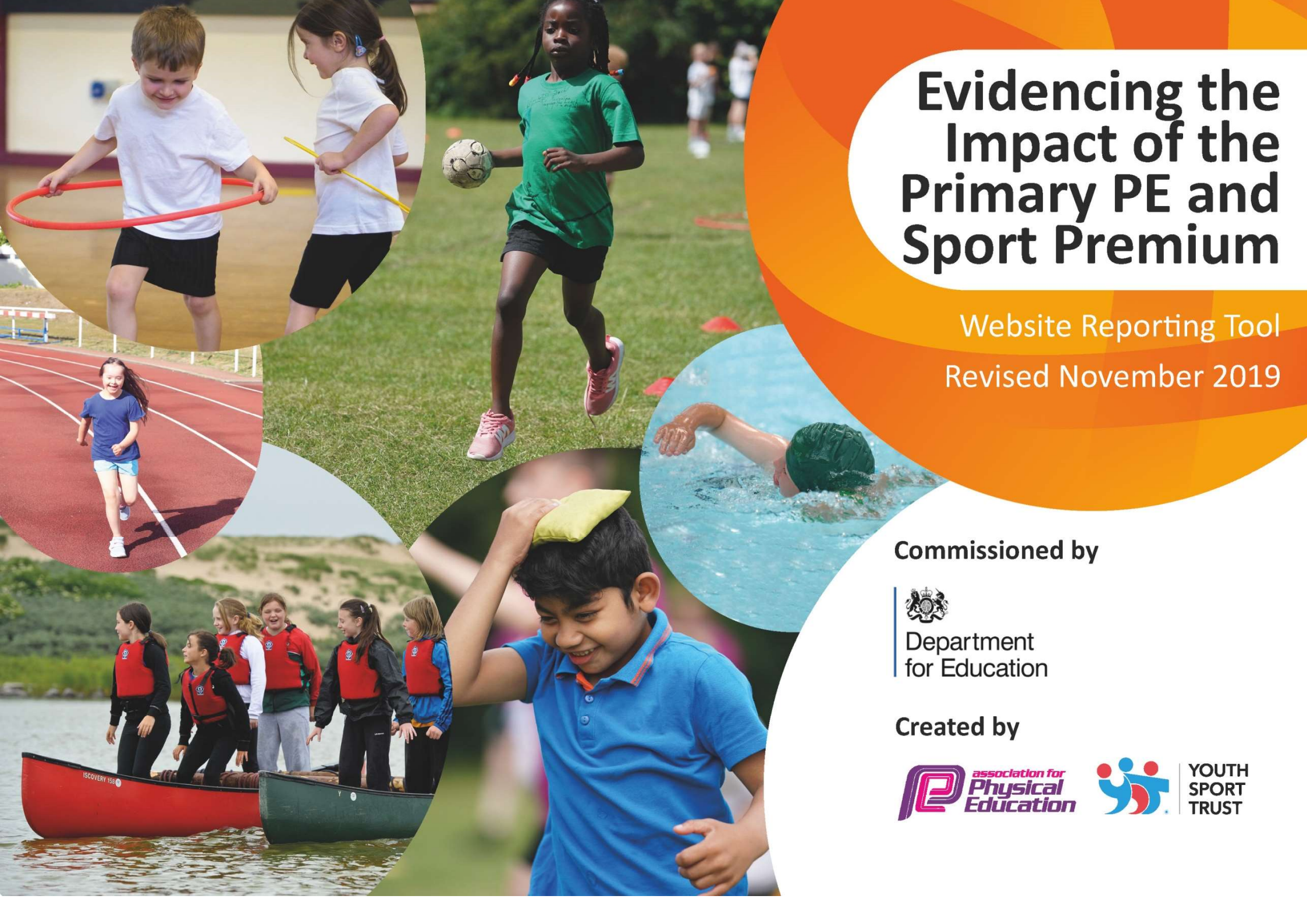


Department
for Education

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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](#) 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](#)

THE DEANS SPORTS PARTNERSHIP



Saltdean
Primary School



Our Lady of Lourdes
Catholic Primary School



Rudyard Kipling
Primary School
and Nursery



St. Margaret's
CofE Primary School



Woodingdean
Primary School

We believe PE and School Sport plays an important role for every pupil, with the potential to change young people's lives for the better by engaging in physical activity and sport.

We are committed to using the resources in developing high quality PE lessons, alongside greater opportunities for sporting competitions, clubs and events for our young people both within school and the wider community. The support the partnership provides to schools is to promote the engagement of pupils in regular physical activity, experience a broader range of sports, increase competitive/enrichment opportunities, to increase the confidence/ knowledge and skills of staff to teach and support Physical Education,

'The Deans Sports Partnership' involves the following schools; Our Lady of Lourdes Catholic Primary School, Rudyard Kipling Primary School, Saltdean Primary School, St. Margaret's Primary School and Woodingdean Primary School.

Woodingdean Primary School is the 'host' school and they manage the partnership administration and financial matters.

The partnership employs Mr. D Hambrook who is an Advanced Skills Teacher/Leading Practitioner of Physical Education to manage the partnership. A number of other staff are used within the partnership throughout the year.

It should be noted that this report is a reflection of the overall partnership that is universal for each school. Each school contributes the same amount of money and receives an equitable service – obviously due to the differing nature/size of the schools involved there will be a slight variation on how each school chooses to facilitate the opportunities – for example a CPD course is offered which allows at least 3 members of staff to attend, some schools may send one teacher from years 3/4/5 whereas another school may choose to send 3 teachers working with year 6 only. The partnership allows a degree of flexibility for schools to utilise the opportunities that best fit within the school environment.

Please note the reporting template has been adapted to take into account the unique nature of the partnership aims and working across five schools. The reporting is made on a generalised/broad spectrum as many of the opportunities fit into more than one category in terms of the reporting process due to the very nature of how the sports partnership operates – it is not individual school specific, please refer to the individual report from each school that is also on the website. The report also reflects what would have happened with certain events as a great deal of planning was done before the event and then a lot of time has been spent after cancellation dealing with the administration of the events such as requesting refunds/notifying key personnel as appropriate.

Obviously, the Coronavirus situation has had a huge impact on the planned partnership competitions, support, events and activities during the summer term.

Schools contribute £10500 towards the sports partnership and this is allocated as a % of spending in the report below, there are other costs such as administration/on costs of the partnership which are not allocated on the reporting below. There is also an underspend this year as a result of the coronavirus situation of approximately £1000/1100 per school. (exact figures still being finalised by the School Business Manager at Woodingdean Primary School who kindly manages and oversees the budget on behalf of the partnership schools).

ALL SCHOOLS WITHIN THE DEANS SPORTS PARTNERSHIP HAVE ACHIEVED THE GOLD SCHOOL GAMES MARK

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:
<p>Schools have had access to CPD/Curriculum support in a range of activities across the partnership led by qualified staff in a variety of activities including, team games, multiskills, fitness, badminton, gymnastics and dance.</p> <p>The Community Champions Cup has been incredibly competitive with each school winning at least one event and the league table was the closest it has ever been as a result of the increased number of children taking part in the events and the number of children wanting to take part has increased with some schools having 'B' teams entering to expand the competition.</p> <p>All schools have benefited from additional extra-curricular clubs and community clubs that have run on individual school sites as well as community bases such as the local leisure centre.</p> <p>The number of children in year 6 applying to be sports captains across the partnership was over 50%, this is in response to young leadership curriculum opportunities being offered in year 5 to allow children the chance to develop leadership skills.</p> <p>Fantastic festival events took place to celebrate the Rugby World Cup and an indoor Badminton festival to allow children to try out a new sport followed by opportunities to join the community club.</p>	<p>The underlying aims and principles of the partnership will continue as before however due to the current virus situation there will be a need for change and flexibility moving forwards from September, therefore the partnership will plan on a term by term basis rather than produce a yearly calendar so allowing for change in approach as the situation evolves. All future plans will be subject to health and safety guidance at the time.</p> <p>Following consultation with each schools PE subject leader/s the focus for the autumn term will be to provide curriculum support for teachers, additional CPD opportunities across the partnership and developing remote competition ideas to allow the Community Cup to continue as well as the setting up of extra-curricular clubs if permitted.</p> <p>It is hoped that as things evolve competitions in line with previous years may start to be considered from January onwards but only if the situation allows and each event will of course be in line and follow any guidance issued.</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 pupils today and for the future.

Academic Year: 2019/20	Percentage fund allocated:	Date Updated:	
<p>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</p> <p>Partnership Focus to support and improve the teaching and learning</p>			<p>Percentage of total allocation: 28%</p>
Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Evidence of impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Partnership to provide PE curriculum support to improve teaching and learning in a range of activities (coaches are identified based on areas of skill and personal skills in order to provide support with empathy and quality)</p> <p>Support subject leaders in developing ideas to support activity – regular meetings</p>	<p>Improved provision and developing confidence for staff when they are supported by upskilling them and then they can implement new ideas and practices/share planning with colleagues, support has been offered in a range of activities including team games, multiskills, fitness, dance and</p> <p>All teachers have direct lesson planning resources to support when direct support not available</p> <p>Curriculum mapping where possible links into competition/national strategies to ensure maximum benefit for the young people – for example competition activity such as hockey is delivered in curriculum sessions prior to the actual competition to allow children to prepare for an event</p>	<p>Children show greater confidence in PE with specialist support and staff feel happier and more confident in delivery of the activity</p> <p>Children have a greater understanding of their own abilities and how they can improve</p> <p>Member of staff is also supported with ideas on class management/organisation</p>	<p>Continue to develop broad range of activities in conjunction with each schools' individual needs and requirements in line with the new guidelines with regards the protocols with Covid-190</p> <p>Regular evaluation/monitoring of the coaches and feedback from members of staff/subject leaders with regard to the support provided</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Partnership focus - raise the profile of PE/School Sport and Enrichment opportunities			Percentage of total allocation: 22%
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:	Evidence of impact:	Sustainability and suggested next steps:
<p>Appoint sports captains in each school</p> <p>Regular cluster meetings for subject leaders to share initiatives and ideas</p> <p>Liaise with School games organiser to utilise additional links that can be used in the partnership</p> <p>To deliver high profile events with large numbers participating such as community dance show and the Olympic torch run</p> <p>To organise community trips to professional sporting opportunities that are offered to all schools</p>	<p>Sports captains act as young leaders within each school and are given responsible to support eh subject lead in a number of ways</p> <p>Meetings are held at least once a every term and the Partnership managers attend the city-wide School Games meetings on a termly basis</p> <p>Provide regular update of results for schools to display in newsletters/displays and sharing of celebrations in assemblies with trophy presentations and participation</p> <p>Unfortunately, a number of events and both trips were all planned and organised but sadly the events/trips were not able to go ahead due to the virus situation</p>	<p>Sports captains are responsible for organising and leading different initiatives in each school and also represent the school at competition events if appropriate</p> <p>Regular dissemination of current ideas/initiatives for the partnership and individual schools to participate in</p>	<p>The sports captains programme will need to be reviewed as the current situation will not allow this to continue in the same way – therefore consideration will be given to see whether it will be possible for children in year 5 or 6 to develop leadership skills further through peer leadership program</p> <p>Large events and trips will need to be carefully reviewed to see whether they can be considered in the current environment in the future.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Partnership focus Inset/CPD opportunities			Percentage of total allocation: 9%
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:	Evidence of impact:	Sustainability and suggested next steps:
Partnership to provide subject leads with individual professional support and development in order to develop strategies within school Variety of different PE curriculum sessions/cluster insets offered to schools to support teachers and other staff with both subject knowledge and confidence in delivery, courses are offered to both teaching and non-teaching staff who are responsible for the delivery/support of physical education Partnership manager to provide support in the event of schools undergoing OFSTED inspections	PE CPD provided through a number of different sources including Partnership Manager, National Governing Bodies staff Individual subject leads can manage and oversee strategic developments within own individual school setting for example curriculum mapping and management CPD provides a combination of practical ideas and useful resources that can be used immediately for the benefit of the member of staff and also the young people in the session To provide evidence for inspection and support colleagues with PE focus	Feedback from the staff receiving support/attending insets but also subjective feedback incorporating how they feel in terms of confidence with delivery Ofsted reporting with specific reference to PE and School Sport	Training courses to be offered to incorporate ideas for subject knowledge development and social distanced PE to help staff develop lessons within the new context we will need to be adapting to

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Partnership focus School/Community/Participation

Percentage of total allocation:

17%

Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Evidence of impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue to develop the ethos and aims of the partnership to promote sport and physical activity across the community and schools to work in collaboration for the benefit of the young people, encourage positive development of health and wellbeing through participation in physical activity</p> <p>Provide opportunities for mass participation but also the appropriate exit routes into clubs and further opportunities within the community</p>	<p>To lead and deliver large scale events with high numbers of young people involved in different sports/activities such as tag rugby, girls' football, badminton that many children may not have had opportunity to participate in</p> <p>Create links and pathways with local providers to further develop participation for example links exist with badminton England, Rottingdean Cricket Club and the local leisure centre to provide numerous additional opportunities for both participation and offering pathway progression towards high performance as appropriate for those children identified as gifted and talented</p> <p>Links to the local secondary school to utilise excellent facilities available for the partnership and to access the senior leaders who can help facilitate additional participation opportunities as a result of volunteering</p> <p>Develop a range of opportunities to promote physical education and school sport to all young people</p>	<p>Badminton community club has had to add an extra session as a result of the festival event with sign ups from new children</p> <p>Extra sessions added due to high number of girls now taking part in weekly sessions with the local charter standard club following the successful festival events</p> <p>New coach appointed to oversee the junior section at the cricket club as a result of the increase in numbers of children attending the club than previously following the community programme and development of a girl's team</p>	<p>Continue to develop broad range of activities in conjunction with each schools' individual needs and requirements but the current situation will need to be considered as future opportunities are offered and this may lead to different ways of offering these opportunities in the future</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Partnership focus Community Competition and School Games events support			24%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Partnership to provide opportunities to increase competition between schools and provide additional participation opportunities To provide out of school hours opportunities for non-competitive opportunities To provide festival events for range of sports and also related to the wider large-scale events across the world such as the rugby world cup, Olympics	Community champions cup runs across the whole year featuring 12 different competitions in different sports open to schools to also enter B and C teams if they wish to, this year the competition events were unable to happen in the summer term therefore results up to Easter were used to calculate the final league table Large events such as dance show/Olympic torch run, yellowwave beach sports day/mini mile event and other competitions/festivals were planned but sadly cancelled Schools to receive additional support from the partnership to set up, run and manage out of school hours clubs and holiday activities depending on the needs of the school/partnership, for example one school requests before school club others prefer after school clubs, central venue to be used for community clubs and one school to be used for holiday activities a central venue Winning schools to be accompanied to the School Games events for additional support when they represent the partnership	Participation rates increased as a result of children preparing for the events and many school host practice sessions for children to participate in Numbers of children attending clubs is very good and all spaces offered were taken up and, in many schools, additional coaches were added to ensure minimal or waiting lists	Continue to develop competition and the future plans will include different ways to compete including remote ideas between schools When allowed continue to deliver additional clubs both on school sites and at community hub venues

Signed off by	
DSP Partnership Manager:	Darren Hambrook
Date:	15/7/20