



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
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](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](#).

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.

**Due to unprecedented circumstances the governing board have yet to ratify this statement. It will be an urgent item on our agenda in September 2020.**

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Sports Leaders – 18 sports leaders working with Dobcroft Infants School, targeting Y3/Y4 children and C4L club</li> <li>• Change 4 Life Club – structured twice weekly club targeting vulnerable / inactive / SEND children</li> <li>• Purchasing 8 standing desks to enhance activity levels</li> <li>• Enhanced provision of clubs and participation at competitive events</li> <li>• Introducing healthy eating to our Year 6 cohort supported by nutritionist</li> </ul>	<ul style="list-style-type: none"> <li>• Striving to achieve active 30 through promoting personal challenge activities during non-structured times of the day</li> <li>• Rolling out healthy eating workshops to Year 4 children</li> <li>• To assess the impact of standing desks and to provide for individual children / groups of children as required.</li> </ul>

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? <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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	69%
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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes
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## 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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £20,010		<b>Date Updated:</b> June 2020	
<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					Percentage of total allocation: 33%
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:
<p><u>Sports leaders</u></p> <p>To train and select 18 sports leaders from Year 5 to lead structured physical active sessions each week targeting: inactive / vulnerable pupils, younger children in Y3 and Y4 and KS1 children at Dobcroft Infants School. The intent is to target specific groups of children promoting self-confidence, self-belief and to support the development of team building skills.</p>	<p>18 sports leaders selected and trained in leadership skills by the PE subject leader and our SGO. Children are divided into 3 groups leading the following:</p> <ol style="list-style-type: none"> <li>1) Weekly lunchtime active sessions with younger children at Dobcroft Infant School</li> <li>2) Structured active weekly sessions with the Y3 and Y4 children</li> <li>3) Leading twice-weekly C4L with the support of a TA targeting vulnerable children in our school.</li> </ol> <p>The PE subject leader regularly meets with the leaders providing resources, monitoring uptake of clubs, offering coaching advice and support as</p>		£280	<p>Highly successful initiative. Applications by pupils to be sports leaders are popular. Pupils receive excellent training enabling them to fulfil their role.</p> <p>The sports leaders initiative is culturally embedded in the school and is something pupils aspire to take on as they move into Year 5 / Year 6. It also promotes links with our feeder school and inspires the year 2 children to positively engage with sport when they join the junior school, for example, the uptake in cross-country and lunchtime clubs is incredibly high in year 3.</p> <p>C4L club: Registers show that</p>	<p><u>Next steps</u></p> <p>To track children particularly those who attend C4L club and encourage this group of children to join a lunchtime or after-school club.</p> <p>Continue to train and select sports leaders for 2020 / 2021.</p>

	<p>required.</p> <p>Sports Leaders have the responsibility of making regular announcements during assemblies.</p>		<p>approximately 30 children attend each session.</p> <p>Dobcroft Infant School: Between 15 and 20 children attend each week.</p> <p>Dobcroft Junior School: Between 20 and 25 children attend each week.</p>	
<p><u>C4L Club</u></p> <p>Trained TA to be responsible for C4L club supported by Sports Leaders targeting inactive / vulnerable children using data from class teacher and club registers. The purpose is to ensure all children have the opportunity to develop self-confidence, team working skills and enhance levels of activity during the school day.</p>	<p>TA coordinates twice-weekly C4L clubs offering a range of activities to vulnerable children in our school. In implementing these sessions registers are kept to ensure targeted children are accessing clubs.</p>	£1,500	<p>30 children (predominantly from lower KS2) attend the clubs regularly demonstrating the success of this initiative and the positive impact from investing part of our Sports Premium in paying for a trained TA at lunchtimes.</p>	<p><u>Next Steps</u></p> <p>To continue to monitor vulnerable children across the school and promote these sessions to the upper KS2 children.</p> <p>To encourage this group of children to attend lunchtime and afterschool clubs and friendly intra-school competitions.</p>
<p><u>Standing Desks</u></p> <p>To promote physical activity in lessons using standing desks in classrooms. The objective is to enhance the levels of activity during structured times of the day linking with the principles of the 'Kagan' collaborative learning approach. Structures such as 'mix pair share' are used ensuring children are up and about in the classroom, rather than sitting at desks for long periods of time.</p>	<p>This year we have trialled and purchased standing desks in our classrooms. The desks were initially used in a Y3 and Y6 classroom and during TA led interventions and with our SEND children. The subject leader carried out a survey (after 4 weeks) to assess the impact of the desks on pupil engagement and levels of physical activity. With the results of the survey exceeding our expectations we made the decision to purchase the desks, which are being fully used by individual children in our</p>	£1,154	<p>The impact of the standing desks has been incredibly positive. The survey showed that in Y3 90% of children were more engaged in lessons and 80% with our SEND children. In Y6 62% of children were less fidgety and felt that the desks promoted structured activity, 72% in Year 3 and 80% in our CornerStone (SEND) classroom. During interventions expectations of output were exceeded.</p> <p>Feedback from teachers has been</p>	<p><u>Next Steps</u></p> <p>To invest in a higher number of standing desks enabling us to roll out this provision to more children in our school.</p>

	school.		extremely positive and the desks promote our collaborative learning style.	
<a href="#">Sports Wall</a> To purchase and install a sports wall for our rear playground (In September 2020) to provide opportunities for safe and varied play through physical activity developing interactive and social skills and encouraging active play and sports.	Due to the current situation the sports wall will be installed during the Autumn 1 term 2020. Funds will be carried forward from this year's budget to pay for this new facility.	£3,500		
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 4%
<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:
<a href="#">Subscription to Points Learning Network</a> DJS subscribe to the Points Learning Network. This provides the opportunity for our school to attend high quality PE and sport competitions and festivals, provides support in the strategic planning of PE, develops links and contacts within a cluster of schools and enables training and coaching opportunities.	The subject leader attends termly network meetings and the PE annual conference. Initiatives, advice, training and sporting opportunities are relayed back into school. CPD is deployed as required. Subject leader meets with Network representative twice yearly to review whole school PE overview, progression of skills, action plan and PE health check.	Paid in for 2 years in 2018 / 2019	Subject leader is confident that the PE overview shows a progression of skills. The PESSPA toolkit is use to highlight areas of development which feeds into our action plan.	To continue our membership with the Points Network during 2020 / 2021.

<p><u>Monitoring attendance of clubs and targeting specific groups of children</u></p> <p>Our goal is for 100% of children in our school to participate in a lunchtime / afterschool club raising the profile of PE and sport at Dobcroft Junior School.</p>	<p>A member of staff is responsible for maintaining registers and coordinating the provision of lunchtime and after school clubs. Termly reports are provided which are used for C4L clubs and given to our games specialist so that we can target specific groups of children.</p>	<p>£700</p>	<p>100% of children in our school are invited to attend an after school sports club. This year 88% of our Y6 children attended a lunchtime club. Disadvantaged pupils are offered a full term's attendance of a sports related club. This year 100% have taken up this offer.</p>	<p>To continue to raise the profile of PE in our school and to be committed to encouraging participation in clubs and using this as a tool for whole school improvement.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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:
<p><a href="#">Points Network Meetings</a></p> <p>DJS subscribe to the Points Network which provides the opportunity for the subject leaders to attend termly workshops and the annual PE conference. The intent is that the PE subject leaders are skilled in ensuring that there is a progression of skills and knowledge taught from Y3 to Y6 enabling our children to develop and embed a range of skills in dance, gymnastics, games and swimming.</p>	<p>The whole school PE overview has been developed ensuring skills are progressive, challenging and inclusive to all of our children. Our timetable ensures each child receives 2 hours of high-quality PE lessons.</p> <p>Observations of class teachers are held regularly and coaching is given as required. Planning is monitored and termly assessments are carried out by class teachers.</p>	£500	<p>The curriculum at our school builds on the learning from KS1 and progressively covers the requirements of the National Curriculum. The children at our school have the opportunity to embed a range of skills, knowledge, coaching opportunities and team working skills. Outstanding PE lessons (as judged by external monitoring and internal monitoring by senior leaders) evidences that all children have personalised challenges and excel in all lessons.</p>	<p><u>Next Steps</u></p> <p>The subject leader to continue to communicate with class teachers, monitor planning and provide coaching and support as required ensuring our teachers have high expectations and that our children are inspired to try hard and achieve their best.</p>
<p><a href="#">Rhythmic Gymnastics</a></p> <p>To purchase 30 ribbons and planning and introduce rhythmic gymnastics to our Year 6 children in school. To provide the opportunity for the older children to enhance their skills of flexibility, techniques and movements to create sequences using ribbons. Choreography to incorporate ribbons showcasing dances at the end of the year to the Y6 cohort of children, sharing and presenting new skills.</p>	<p>Subject leader to roll out new planning and resources to year 6 members of staff providing training on techniques and movements and providing stimuli for children and staff to work with.</p>	£20	<p>Rhythmic and spatial awareness enhanced. Variety of dance styles created as evidenced from assessments. All the children enjoyed the challenge of this new element of gymnastics. SEND children able to be fully included. Routines and learning supported by ICT.</p>	<p><u>Next Steps</u></p> <p>To implement rhythmic gymnastics next year to the Y6 children.</p> <p>To showcase routines to the whole school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 47%
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:
<p><u>Clubs and competitive events</u></p> <p>Our aim is for our PE specialist to run lunchtime clubs every day of the week and to offer a comprehensive range of after school clubs to enhance levels of activity, promote competitive sports and offer a range of sports and activities to all pupils in our school.</p>	<p>Lunchtime clubs run every day and change every half term. Clubs are seasonal but are also based on pupil voice and everyone is welcome and encouraged to attend. Activities are competitive type sports and also targeted groups/ teams in preparation for specific competitions. Disadvantaged pupils are offered a full term's attendance of a sport related after school club.</p> <p>By entering leagues and building up relations with schools across the city we offer a wide variety of sporting opportunities.</p> <p>Each year, inter-house events are run in different year groups for basketball, football, handball, netball and our annual School Games Day.</p>	£5,215	<p>Participation of clubs increases as pupils progress from Y3 to Y6 with 88% of Y6 children this year attending a lunchtime club and in at least one school team.</p> <p>The level of take up this year for our disadvantaged group of children has been 100%.</p> <p>Football and netball clubs are extremely popular with up to 36 regulars attending each lunchtime session. Every child has the opportunity to represent the school at least once in their preferred activity.</p> <p>The impact of our comprehensive programme of clubs is reflected by our competitive achievements. We have excelled this year in competitions and individual achievements.</p>	<p><u>Next Steps</u></p> <p>To continue to offer a broad range of competitive sports and activities.</p> <p>To listen and act on pupil voice in terms of preferred activities.</p> <p>To promote participation in our lunchtime and afterschool clubs.</p>

<p><u>PE Resources</u></p> <p>To review our provision of PE resources and renew / replace as required to ensure that a broad range of opportunities and experiences are offered to all the pupils at Dobcroft Junior School.</p>	<p>Subject leaders review resources each term / year to ensure equipment supports our whole school overview. Expenditure this year has included: balls, sports tops, basketball posts, agility stool, DJS swimming caps, balance bars.</p>	<p>£3124</p>	<p>Resources enable class teachers and games specialist to lead and coach sessions maximising activity levels by our pupils.</p>	<p>To continue to monitor quality of equipment. Next year we will need to purchase a new set of gymnastics mats to support the teaching and learning in our gymnastics skills lessons.</p>
<p><u>Visit from Nutritionist for all Year 6 children</u></p> <p>The PESSPA ToolKit highlighted that we needed to promote the education of health and well-being to our children. We organised for a qualified nutritionist to carry out practical workshops with our Year 6 cohort with the aim of providing clear messages about the importance of healthy eating to our children.</p>	<p>Two workshops were held to all Year 6 children, led by a qualified nutritionist. The sessions provided informative and practical advice on the importance of healthy eating, the impact on our bodies and energy levels, the sugar rollercoaster, the impact on sleep, activity levels and self-esteem.</p>	<p>£150</p>	<p>An inspirational and informative workshop. Feedback from students was very positive. Children were all required to keep a diary of their diet over a week and to compare this during the Summer 2 term to assess the sustainability of this initiative.</p>	<p>To book this workshop for the next cohort of Year 6 children and also to roll this out to our Year 4 children to promote healthy eating.</p>
<p><u>Top up swimming for all Year 4 children</u></p> <p>To target Year 4 children who have not achieved the national curriculum target of swimming 25m to ensure a higher percentage of children in our school are confident and able swimmers and educated in water safety - a life skill.</p>	<p>Assessments are carried out and additional swimming lessons are provided for children not meeting the National Curriculum requirement.</p> <p>One member of our Y4 team also attended a swimming cpd training session to enhance coaching and assessment skills in this area.</p>	<p>£1,000</p>	<p>Due to Covid-19 we were unable to complete this during this academic year. Funds will be carried forward to 2020 / 2021.</p>	<p>To continue to monitor and assess the provision of swimming for our Year 4 cohort.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
<p><u>Competitive Events</u></p> <p>Please refer to KI4 for additional information.</p> <p>To provide a wide range of competitive opportunities giving every pupil the opportunity to take part in competitions (intra or inter) in our school.</p>	<p>Please refer to KI4 for additional information.</p> <p>We have allocated a member of staff to be responsible for organising competitions, tracking the number of children who attend events across the school and ensuring teams are provided with appropriate levels of support and coaching.</p>	£2,500	<p>This year 58% of children have attended and competed in a competitive event.</p> <p>Our achievements this year have been excellent and include:</p> <ul style="list-style-type: none"> <li>• We are the new City of Sheffield Y6 indoor athletics champions</li> <li>• We are the city of Sheffield and South Yorkshire Y5 &amp; Y6 athletics champions</li> <li>• We are Sheffield Cross Country champions</li> <li>• Top qualifiers for the bouldering competition finals</li> <li>• In girls' football our Y3/4 and Y5/6 teams competed in the SYG finals.</li> <li>• Boys football - qualified for the champions league finals</li> <li>• We attended this year's team gymnastics event at Ponds Forge</li> <li>• Girls' netball - our Y5 teams were 1<sup>st</sup> and 3<sup>rd</sup> in the SGHS</li> </ul>	

			<p>festival. The Y6 teams came 1<sup>st</sup> and 2<sup>nd</sup>.</p> <ul style="list-style-type: none"> <li>• Orienteering - our Y3/4 and Y5/6 are the SYG orienteering champions.</li> </ul>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Rachel Conroy
Date:	25.6.2020
Governor:	
Date:	

Due to unprecedented circumstances the governing board have yet to ratify this statement. It will be an urgent item on our agenda in September 2020.