

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • X-Country October top 30 finishers – Year 4 boys: 1st and a further 9 pupils in the top 30. • X-Country December top 30 finishers – Year 4 boys: 2nd, 4th, 23rd • Year 4 girls: 28th, • Year 3 boys: 26th • Year 6 girls: 13th, 14th • Sportshall Athletics – 4th place • New Age Kurling competition – 5th place • Boccia Level 2 – 7th place • Inclusive Sportshall Athletics – 3rd place • Boys Football League – 1st • Girls Football League – 2nd <p>MARCH 2020 – SCHOOLS CLOSE DUE TO COVID-19</p>	<ul style="list-style-type: none"> • Assessment framework – ensure monitoring is consistent with progression of skills being taught across year groups • Swimming – ensure more children hit government targets for swimming confidently and self-rescue • Continue strategies and activities to help all children be involved and engaged in PE

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	41%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	41%

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>41%</p>
<p>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?</p>	<p>No</p> <p>We were planning to spend Sport Premium money but due to Covid-19, we did not use it in this way as the swimming block was planned for Summer Term and schools closed in March.</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		Total fund allocated: £19640 Total spend: £19640	Date Updated: 17/07/2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 20.4%
Intent	Implementation		Impact	Planned Spend: £2,200 Actual Spend: £4,015
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:
Provided 'Bikeability' training for 67 Year 5 pupils and increased children's competency and confidence in riding a bike safely on roads led by a qualified instructor.	<ul style="list-style-type: none"> a) Pupils enrolled in intense health and safety training given to pupils over a period of 3 weeks. b) Liaised with Year 5 teachers to accommodate time in the timetable for Bikeability training to take place. c) Led by two qualified instructors with the aims of encouraging students to bike to and from school in the future in a safe manner. 	As part of SSPAN membership (see costs in Kl.5)	As a result of bikeability training, there has been an increase in students bringing their bike to and from school and riding with a helmet. <u>Results show:</u> 67 took part compared to 58 last year and 8 now ride to school more regularly compared to 6 last year)	Encourage students in Y5 to be using their bikes to travel to and from school and survey use of bikes before and after training.
Encouraged children to meet the 30 minutes of physical activity during school hours by providing active lunchtime activities for students through a range of different activities.	<ul style="list-style-type: none"> a) Provided a range of activities for students to be involved in at lunchtime: b) Liaised with lunchtime staff to incorporate some competitions to encourage students to take part. 	£2637	Students involved in different activities at lunchtime e.g. Skipping, Basketball, Dancing etc. An increase in children taking part in activities at lunchtime <u>Results show:</u> 40 children participate in skipping	Organise activities for students at lunchtime so they can remain active e.g. table tennis Set up rota for activities at lunch time Training for lunchtime supervisors. Buy Table Tennis equipment

<p>Pupils exposed to Supermovers/Go Noodle style activities during the school day in order to stay active through the lessons provided indoors and help to stay engaged with the lessons.</p>	<ul style="list-style-type: none"> c) Liaised with external agency to come in and lead activities such as 'Skipping' on a Friday d) Purchased boombox to encourage dancing/movement e) Liaised with external agency to lead specific and targeted activities such as football and basketball 	<p>N/A</p>	<p>every Friday 40 children participate in football activities led by Rising Stars over two playgrounds. 40 children participate in dancing/movement activities using the Boombox over the two playgrounds.</p>	
<p>Trained and deployed Year 5 pupils to be positive role models for younger children in Year 1 and 2, giving them a sense of responsibility and ownership when leading activities in the playground at lunchtimes. They helped engage KS1 pupils to be more active.</p>	<ul style="list-style-type: none"> a) Liaised with staff so pupils could access topics they wanted to work on throughout the year and in relation to their lessons for that time e.g. in maths, the class were active when learning and dancing/moving to the 8 X Tables with Filbert Fox b) Provided CPD (last academic year) on using websites effectively and why they are important to help children stay active during the day. 	<p>N/A</p>	<p>Observations show that students are more active during lessons and use the routines to help learn different areas of the curriculum. Teachers report a positive effect on some children with dyslexia and autism to learn times tables in the form of song/rhyming.</p>	<p>Organise CPD for new members of staff and refresher training for websites and being active during the school day throughout lessons.</p>
	<ul style="list-style-type: none"> a) Liaised with Crown Hills staff member. b) Provided Y5 training at the start of the Academic Year to give them full ownership of leading activities with small groups of younger children in a sensible manner. c) Set up and provided rota for children taking part and pupils kept a log of hours they did. 	<p>As part of SSPAN membership (see costs Kl. 5)</p>	<p>Y5 Students went out to the KS1 Playground and led activities with the younger students. Groups of children were targeted for coordinating games, social activities and team building games etc. This helped lead to a reduction in playground behaviour and an increase in KS1 pupils being more active during lunchtimes. Teachers noted that pupils shows an increase in confidence for the students leading the activities and an overall desire to take part for the year 1 and 2 pupils.</p>	<p>Liaise with Playground leader Subject Lead and set up each year with new Y5 Playground Leaders and continue to log hours and activities. Communicate with SSPAN to organise this again next year.</p>

<p>Ordered and bought new sports equipment to ensure lessons are run smoothly and adequately, in order to enhance the PE provision and the quality of PE being taught across the school.</p>	<ul style="list-style-type: none"> a) Liaised with staff regarding equipment needed. b) Completed audit of equipment. c) Purchased PE equipment such as balls, cones, bean bags etc d) Informed staff of new equipment and where it should be stored etc. e) Enabled all children to take part effectively and with the correct equipment. 	<p>£1378</p>	<p>More sports activities offered in PE and lunch/after school clubs such as Boccia. Students are more active and have access to the right equipment and the right amount equipment needed for a lesson.</p> <p><u>WIDER IMPACT</u> Teachers report that students are more active in PE lessons with improved standards in PE. Observations show pupils are more active and equipment is being used more effectively. Overall, attitudes to learning are improving and pupils enjoy PE. Reached the target set by the Chief Medical Officer of being active for at least 30 minutes each day in school; students are less sedentary throughout the day due to Supermovers etc which results in improved muscular fitness and bone strength.</p>	<p>Audit what other equipment we need for next year and provide this throughout the year.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent	Implementation		Impact	Planned Spend: £0 Actual Spend: £0 (some intents come under different Key Indicator headings)
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?:
Delivered various Celebration Assemblies over the year to ensure the whole school is aware of the importance of PE and School Sport and to encourage and inspire students to be involved.	a) Set up various competitions and festivals across the year for a variety of children. b) Arranged certificates and trophies or awards to be presented in assemblies.	SSPAN membership and entry to Leagues.(cost in Kl. 5)	At least 9 assemblies took place to celebrate the successes of children who entered competitions (<u>Results show: 112 pupils entered competitions</u>). Pupils enjoy being involved in the Assembly and having their successes celebrated. Achievements are shared with their parents which make the pupils proud and increase self-esteem.	SLT see the benefits of the raised profile and continue their commitment to fund Primary PE and School Sport.
Displayed noticeboards celebrating the success of our students and raised the profile of Physical Education and School Sport.	a) Displayed the school displays and kept them up to date with the relevant information, competitions, trips, successes and progress. b) Deployed support staff and PE coach to manage this and change when needed.	N/A	Noticeboard outside of junior hall has an updated list of competitions and the results displayed. This encourages students to get involved and enjoy representing their school.	Continue to celebrate the work that we are doing at school. Compete/participate in a variety of events for students to be involved in.
Showcase all of our achievements through providing a Trophy Cabinet (bought previously) for awards and achievements over the year.	a) Provided a Trophy Cabinet which was bought previously and all awards and trophies are on display.	N/A	Trophy Cabinet displays the achievements of our students and makes them proud to be a part of Humbo Sport events.	Purchase a bigger Trophy Cabinet in the future.
Set up a new Twitter account that reflects the sports and PE taught at Humberstone. Showcase the events that	a) Updated Social Media when at events and updated with the work going on in school so	N/A	Allows us to share our activities and achievements with the wider community – parents, teachers,	Keep making posts on Social Media to celebrate the achievements of Physical Education and Sport at

<p>Humberstone take part in through Social Media – Humbo Sport Twitter to encourage other pupils to participate in events at school or after school.</p>	<p>parents are informed of what we are doing. b) Liaised with PE Coach who manages the Twitter account.</p>		<p>governors and other school etc. Gives children a sense of achievement knowing they have represented Humberstone at sports events and had the opportunity to show others on Twitter. A total of 151 followers followed the Twitter account in 2019/20 and 169 tweets regarding sporting events and PE at Humberstone.</p> <p><u>WIDER IMPACT</u> Pupils are proud to be involved in assemblies and have their achievements displayed on the noticeboards, school website and school twitter etc. Increased self-esteem /confidence has an impact on learning across the curriculum and when we attend events (students show high morale).</p>	<p>Humberstone</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:
				59%
Intent	Implementation		Impact	Planned Spend: £11,900 Actual Spend: £11,540
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:
School employed a specialist PE Teacher full time to work with the PE Co-coordinator and all of the staff in rotation throughout the year to lead weekly PE sessions and disseminate information to teaching staff using expertise knowledge.	<ul style="list-style-type: none"> a) Provide timetable for staff to observe PE Coach in different lessons to up-skill their own knowledge and understanding of PE. b) Liaise with staff areas they wish to improve or up-skill. c) Observe staff before and after CPD/watching PE Coach 	£11,500	<p>Improved knowledge for Teachers and Teaching Assistants, so they are more confident when teaching PE. Increased confidence for running activities at lunchtimes and after school. More PE or 'active' clubs took place this year than last year. Subject Leader more confident when undertaking lesson observation, able to provide feedback and lead discussions after observing PE Coach on numerous occasions.</p>	<p>All staff will feel supported to be confident when delivering PE and Sport both within the Curriculum and School Sport. The subject leader will continue to work closely with the Teachers and TAs with the focus being on effective support in all PE lessons and beyond. Use Staff questionnaire to identify areas of further training required.</p>
Two members of staff received CPD provided by Future Active (SSPAN membership) in order to up-skill their own knowledge and understanding of 'Energise' to confidently lead an intervention and thus increase their knowledge and confidence.	<ul style="list-style-type: none"> a) Send email to identify staff who wish to take part in the CPD b) Deploy staff c) Staff attend CPD in late Autumn Term and waited on resources to effectively lead an intervention on 'Energise' and healthy eating and wellbeing. 	£40	<p>Two members of staff had CPD on Energise and will lead an intervention for specific pupils in the next academic year . Staff will use their knowledge to run extracurricular activities, assist on Sports Trips and run activities at lunchtime or after school.</p> <p>WIDER IMPACT Skills, knowledge and understanding of pupils are increased significantly. Pupils enjoy Physical Education, Physical Activity and School Sport,</p>	<p>Staff continue to be offered CPD to develop their knowledge in different activities. Staff to identify if they require cover to attend courses.</p>

			they are keen to participate, demonstrate and show a desire to learn and improve. Staff are beginning to have the knowledge, skills and confidence to inspire children when participating.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 0.6%

Intent	Implementation	Impact	Planned Spend: £1,490 Actual Spend: £120
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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:
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Enabled more girls to participate in sporting activities in order to balance out the gender gap in sports and participation in less tradition sports such as Frisbee, archery, tri-golf and dodgeball.	<ul style="list-style-type: none"> a) Liaised with SSPAN. b) Liaised with class teachers to provide names of girls who were less engaged in PE in their class. c) Set up timetable for when girls could take part in WISPA planned activities during the school day d) Provided 2 x 8 week workshops on alternative sport activities aimed at girls in Year ¾ and in 5/6 respectively. 	£120	<p>Increased girls' participation in more PE activities, including less traditional sports, such as archery, Frisbee and tri-golf. Teacher and pupils' survey reports an increase in confidence, self-esteem and a desire to learn in some girls as a result of taking part in these activities.</p> <p>Support staff shadowed WISPA Leader and delivered information on to other members of staff in hopes to lead and teach these activities as part of the curriculum.</p> <p>As a result of buying new equipment, children are able to have the correct amount for each during a lesson (e.g. one ball per person) and there has been an increase in more sports activities offered in PE and lunch/after</p>	<p>Buy equipment and member of staff to lead these activities as intervention, lunchtime or after school club next year.</p> <p>Continue next year and audit what other equipment needs ordering.</p>
Bought new sports equipment to ensure lessons are run smoothly and adequately, thus resulting in more effective learning taking place in PE.	<ul style="list-style-type: none"> a) Liaised with staff regarding equipment needed. b) Completed audit of equipment. 	(See costs KI. 1)		

<p>Give all pupils opportunity to try a new sport activity (trampolining) and run as mini competition between classes at the end of the Summer Term, resulting in increased confidence in children trying something new and an increase in the broad amount of activities on offer at Humberstone.</p> <p>Give Year 6 pupils the opportunity to meet national requirements if they did not do so during core lessons (Autumn Term) in order to make them a more confident and competent swimmer when leaving primary school.</p> <p>Introduce new activities as part of PE in different year groups to give opportunities of children accessing alternative sports and increase confidence and up-skill their knowledge of other sporting activities.</p>	<ul style="list-style-type: none"> c) Purchased PE equipment such as balls, cones, bean bags etc d) Informed staff of new equipment and where it should be stored etc. e) Enabled all children to take part effectively and with the correct equipment. <ul style="list-style-type: none"> a) Communicate with teachers to set up timetable b) Liaise with external agency to come and provide activity day. c) Give opportunity for pupils to try something new - Trampoline activity day for whole school and run a mini competition throughout the school (e.g. how many seat jumps can one class do in 30 minutes – 1 minute per person) <ul style="list-style-type: none"> a) Liaise with teachers and swimming instructor on what pupils need extra swimming lessons b) Set up timetable in Summer Term c) Give opportunity for pupils to attend 6 week block in Summer Term specifically targeting Year 6 pupils (59% did not meet national swimming requirements this year) 	<p>£175 (planned spend but didn't spend due to Covid-19)</p> <p>£895 (planned spend but didn't spend due to Covid-19)</p> <p>£300 (planned spend but didn't spend due to Covid-19)</p>	<p>school clubs (356 pupils across the school compared to 163 last academic year)</p> <p><u>No evidence yet as it did not go ahead)</u></p> <p><u>No evidence yet as it did not go ahead)</u></p> <p><u>No evidence yet as it did not go ahead)</u></p>	<p>Organise this for next academic year</p> <p>Organise this for next academic year</p> <p>Purchase new Scheme of Work in Autumn Term and buy new equipment to enable this to happen.</p>
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	Purchase new PE Scheme of Work for pupils to have a broad and balanced PE curriculum and the opportunity to try new activities.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
Intent	Implementation		Impact	Planned Spend: £4,050 Actual Spend: £3,965
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:
Offered a broad range of activities through festivals and competitions across the year to a wide range of pupils e.g. New Age Kurling, Boccia, Basketball, Athletics, Cross Country thus increasing pupil participation across the year and having a positive impact on health, wellbeing and confidence.	<ul style="list-style-type: none"> a) Communicated with and subscribed to Crown Hills SSPAN to set up 'Affiliation to Crown Hills Sport and PA membership' and 'Affiliation to Crown Hills bespoke programme of support'. b) Provided Inter-A and Inter-B competitions throughout the year. c) Provided training for things such as 'Bikeability' and 'Wispa' and CPD throughout the year e.g. Energise. 	<p>£1300</p> <p>£2500</p>	<p>Increased confidence in children attending competitions (survey shows).</p> <p>Increase in children attending competitions overall in Autumn and Spring Terms</p> <p><u>Results show:</u> (112 compared to 52 last year)</p> <p>Cross Country 36 pupils Sportshall Athletics 8 pupils Swim Gala 10 pupils Goals Year 3/4 11 pupils Goals Year 5/6 10 pupils Boccia 6 pupils New Age Kurling 5 pupils Girls Football League 9 pupils Boys Football League 22 pupils</p> <p>Increase in children coming in the top 30 places for Leicester cross country festival. Good results of children's achievements in Cross Country</p> <p>Humberstone results: Year 4 boys: 2nd, 4th, 23rd Year 4 girls: 28th, Year 3 boys: 26th Year 6 girls: 13th, 14th</p>	Increase participation further next year by continuing to offer competitions and spotting gifted/talented pupils and organise clubs, competitions, festivals accordingly.

<p>Enabled children to have the opportunity to take part in a wider range of competitions and festivals in order to increase overall participation of Humberstone pupils in national and city events throughout the year.</p> <p>Enabled more pupils to compete in football leagues over the year and represent Humberstone whilst increasing confidence, participation and general physical strength in competitive based sport.</p>	<ul style="list-style-type: none"> a) Organised transport to take groups of children to competitions and festivals b) Communicated with school support staff to support groups of children at events. c) Set up timetable of different support staff to attend. d) Deployed and paid to cover costs of Transport/staff overtime for attending competitions around the city a) Liaised with LDPFSA and set up and paid for 'Affiliation to LDPFSA' to provide football league tournaments across the year so children can enter fixtures and national leagues. 	<p>£165</p> <p>£450 (spent in last years 2018/19 budget for competitions taking place this year)</p>	<p>An increase in pupil involvement in festivals and after school clubs this year. <u>(248 compared to 104 last academic year)</u></p> <p><u>Results show:</u></p> <p>Mr Duffy Football Club 19 pupils Mr Duffy Girls Football 23 pupils HIIT Club 39 pupils Net and Racket Club 14 pupils R.S Girls Football 23 pupils R.S Mixed Football 31 pupils R.S Gymnastics 20 pupils Bollywood/Diwali Dance Club 23 pupils Active Maths Club 20 pupils Dodgeball Club 18 pupils WISPA 18 pupils</p> <p>Enabled more children to participate in competitions over the year <u>(112 compared to 52 last year see above for details)</u></p> <p>The school competes in both boys and girls football leagues. Pupils enter more sport competitions and become confident in taking part in competitive sports whilst also feeling proud to represent Humberstone.</p> <p><u>Results show:</u> Girls Football League 9 pupils Boys Football League 22 pupils Boys placed 1st in fixture and girls placed 2nd overall.</p>	<p>Identify staff interest/hobbies and ask to lead sports clubs over the year to continue the increase in children participation over the year.</p> <p>Continue next academic year</p>
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Signed off by Ifat Sultana	
Head Teacher:	Ifat Sultana
Date:	17/07/2020
Subject Leader:	Natasha Harris
Date:	17/07/2020
Governor:	
Date:	