

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Dosthill Primary Academy  
2019-2020



Commissioned by  
**Department for Education**

Created by



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

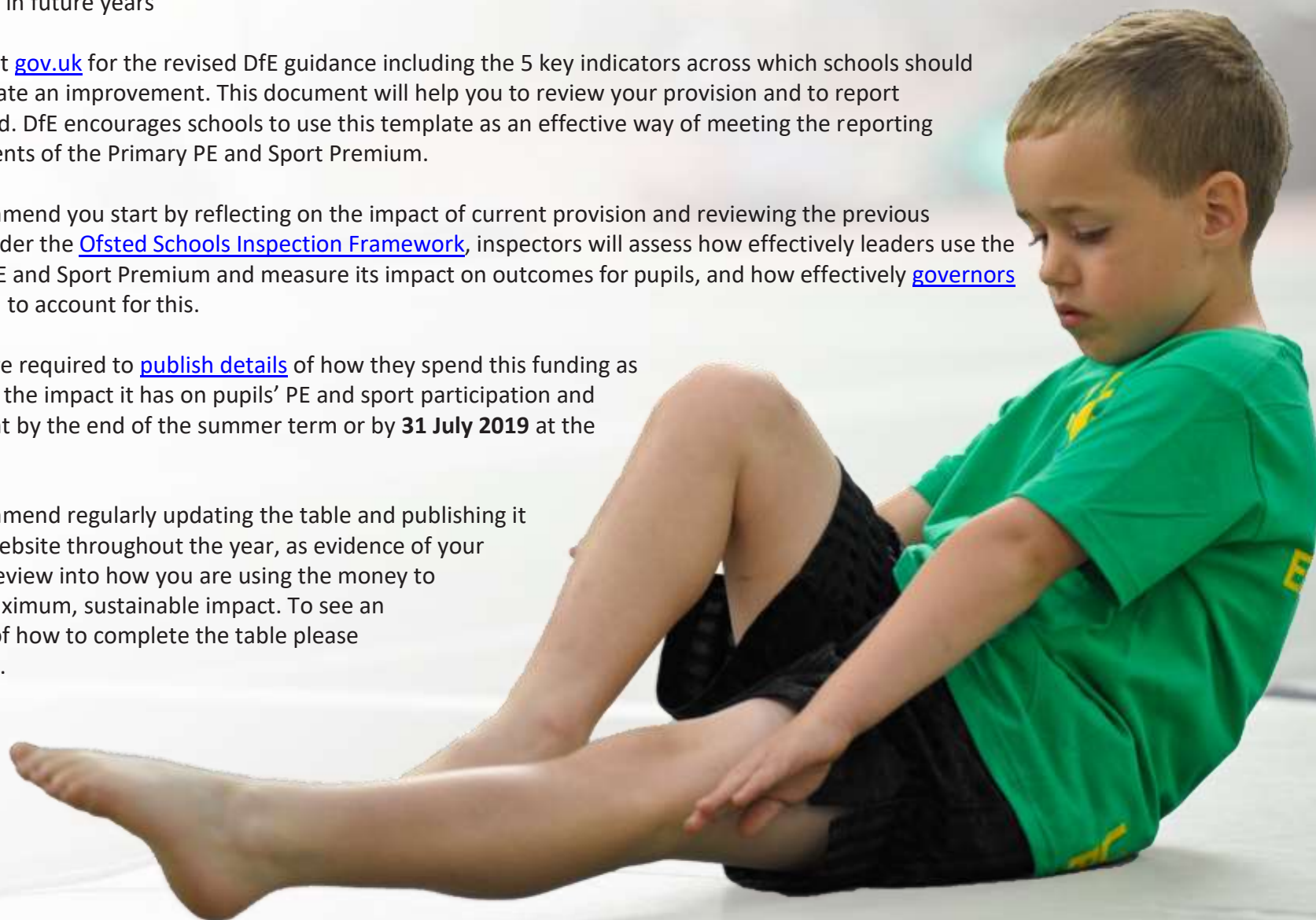
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>In addition to the Level 1 intra-school competitions held linked to the curriculum topics explored within each year group, the school has been involved in the following competitions:</p> <p>Cross-country Y3/4 and Y5/6 boys and girls (County competition and beyond); KS2 Area Sports (Tamworth Sports Competition); Y5/6 Cricket (Tamworth Sports Competition); Y3/4 Cricket (Tamworth Sports Competition); Y5/6 Tag Rugby (Tamworth Sports Competition); Y5/6 Tamworth Boys Football (Tamworth Sports Competition); Y5/6 Tamworth Indoor Football (Tamworth Sports Competition); Y5/6 Staffordshire Boys Football (County competition and beyond); Y5/6 Tamworth Girls Football (Tamworth Sports Competition); Y5/6 Aston Villa Football Tournament (County competition and beyond); KS2 Tamworth Swimming Competition; (Tamworth Sports Competition);</p> <p>A range of extra-curricular clubs have been run at the school, including:</p> <ul style="list-style-type: none"> <li>• Y5/6 Rugby</li> <li>• KS1 Football</li> <li>• Lower KS2 Football</li> <li>• Lower KS2 Football</li> <li>• Upper KS2 Football</li> <li>• Upper KS2 Team Football</li> <li>• Football after school</li> <li>• Athletics</li> <li>• Street Dance</li> </ul> <p>Club links have been forged or sustained with:</p> <ul style="list-style-type: none"> <li>• Aston Villa Football Club</li> <li>• Tamworth Athletics Club</li> <li>• Tamworth Cricket Club</li> <li>• Tamworth Rugby Club</li> <li>• Kingsbury Swimming Club</li> </ul>	<ul style="list-style-type: none"> <li>• To develop physical activity opportunities during lunch times with the need for play leaders to benefit future provisions.</li> <li>• To measure impact of PE provisions for all children at Dosthill by introducing a baseline stamina assessment.</li> <li>• To increase confidence, knowledge and skills of all staff in teaching PE and sport through adding capacity to PE lessons from coaches with relevant expertise.</li> <li>• To offer a wider range of extra-curricular sports enabling all pupils to access activities that they wish to undertake whatever their level of skill or ability.</li> <li>• To increase participation in competitive sport so all pupils have the opportunity to experience this.</li> </ul>

<ul style="list-style-type: none"> <li>Class One Dance Academy</li> </ul>	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	92.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92.5%
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?	No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2019/20		Total fund allocated: £21 210 £15292.53 allocated prior to school closures 20 <sup>th</sup> March 2020 £5917.47 carried forward 20-21		Date Updated: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					
School focus with clarity on intended <b>impact on pupils</b> :		Actions to achieve:		School focus with clarity on intended <b>impact on pupils</b> :	
<ul style="list-style-type: none"><li>• Promote quality physical activity opportunities for ALL children on a daily basis.</li><li>• Promote physical activity for all children in line with current COVID-19 restrictions</li></ul>		<ul style="list-style-type: none"><li>• Utilise lunch times and structured playtimes effectively as an effective time to promote extended opportunities for physical activity.</li><li>• Provide enough equipment so that safety can be maintained in line with current COVID-19 guidance</li></ul>		<ul style="list-style-type: none"><li>• Promote quality physical activity opportunities for ALL children on a daily basis.</li><li>• Utilise lunch times and structured play times effectively as an effective time to promote extended opportunities for physical activity.</li></ul>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					0%
School focus with clarity on intended <b>impact on pupils</b> :		Actions to achieve:		Funding allocated:	Evidence and impact:
					Sustainability and suggested next steps:

<ul style="list-style-type: none"> <li>• To measure impact of PE/ physical activity provisions with baseline tests.</li> <li>• To identify any children for a Gifted and Talented register. Opportunity to also highlight any pupils who are a cause for concern.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils to be assessed at starts and end of summer term.</li> <li>• G&amp;T/ less able children identified by staff.</li> </ul>		<ul style="list-style-type: none"> <li>• Children's results will indicate the effectiveness of provisions with changes to plans considered for the future.</li> </ul>	<ul style="list-style-type: none"> <li>• To assess pupils fitness and basic skills are the beginning and end of the academic year. Data to be gathered from individual PE sessions by teachers.</li> <li>• Pupils to be tracked and identified, for example, for competitive events or extra activities.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				46%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Elite football academy	Sports specialist to provide curriculum enrichment each week	£6995	<ul style="list-style-type: none"> <li>Curriculum enrichment opportunities for all children</li> <li>Enhanced provision during lunch and play times</li> <li>Increased opportunist for physical activity and team games</li> <li>Improved practitioners knowledge and skill when planning sessions</li> </ul>	Adults taking an increased lead role during lessons.
Elite Sports specialists	Sports specialist to provide support for lunchtimes and structures play times			
Increased learning opportunities through the provision of additional staffing.	All PE lessons planned focus on key knowledge and the progression of knowledge and skills			
Support resource pack from external company to be provided to aid planning	There is clear progression over a year and across the school	£69.31		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				53%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
A wider range of extra-curricular sports offered to enable all pupils to access activities that they wish to undertake whatever their level of skill or ability.	The PE resources for YR-Y6 replaced and updated to support the teaching and learning of key PE skills	£6328.22	Children have access to high quality individual equipment/resources to support their development of key PE skills.	To further enhance the PE provision for girls e.g. netball.
Smart Moves assessment and support programme for all children in EYFS	Additional equipment to provide PE in line with COVID guidance		Children within EYFS to have access to high quality individual	Further enhance the equipment and opportunities available to EYFS and lower KS1
	All YR children to be assessed in			

	the Autumn term. 18week programme of support to follow	£1800	equipment/resources to support their development of key Physical development	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				.6%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>Continue involvement in competitive sports; take advantage of further opportunities that become available (e.g. for children with additional needs) and widen participation of pupils.</p> <p>Remodel annual sports days to maximise competition and active involvement of all pupils. Ensure there are rewards for individual performance as well as contributions to team achievements.</p>	Respond to opportunities through Tamworth Sports Council.	£100.00	<p>Monitor which pupils are involved in competitions and take action to widen participation.</p> <p>Seek feedback from stakeholders following sports days. Use to design events for the next academic year.</p>	<p>Identify a member of staff to take the lead on PE and School Sport; arrange for staff member to undertake a Level 5 course on leadership of PE in a school setting. Ensure s/he has non-contact time as required to administer involvement in events supported by administrative staff.</p> <p>Engage further staff in attending events removing the need to use external providers to support this.</p>