

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by

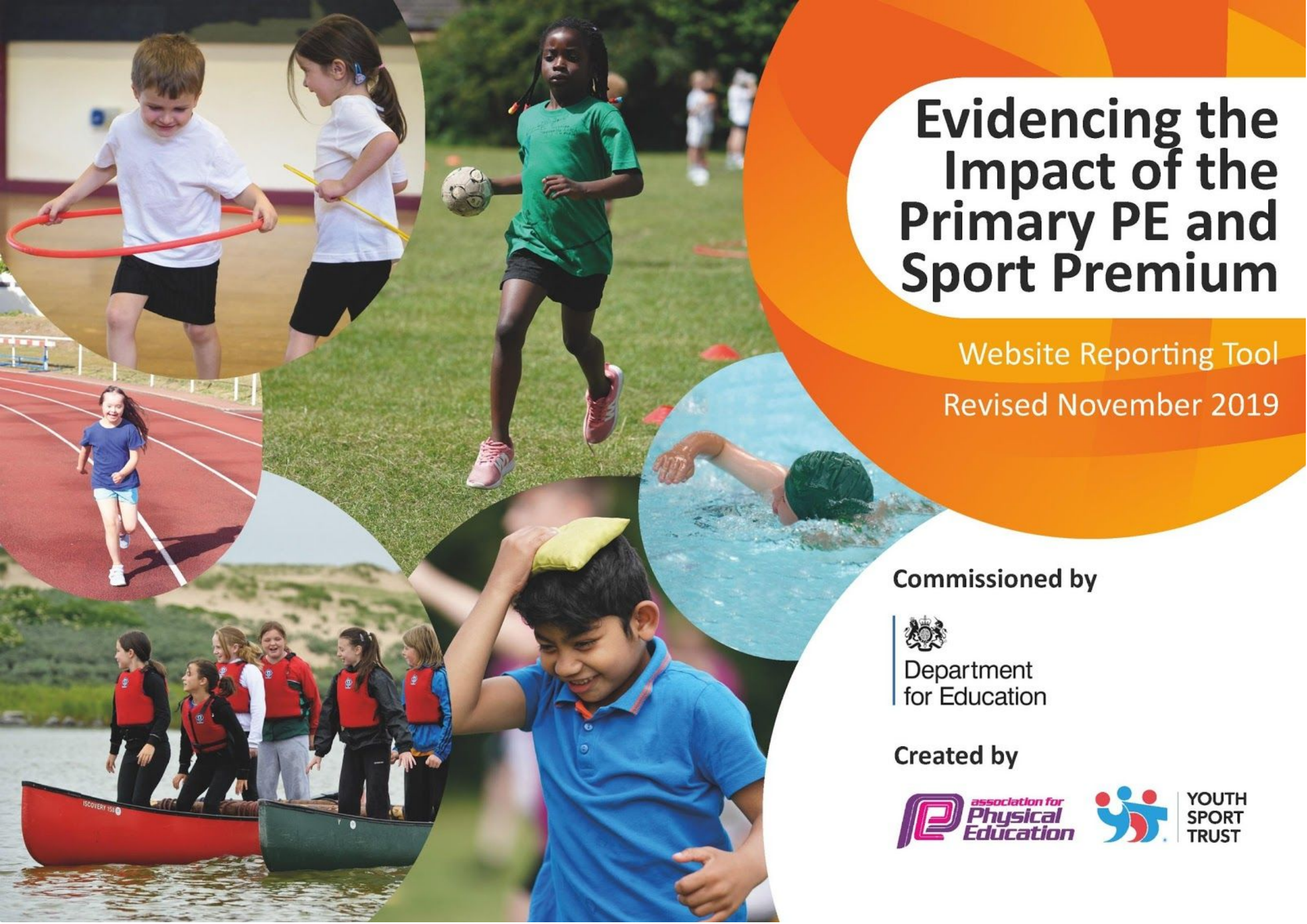


Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



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.

What percentage of your current Year 6 cohort use a range of strokes effectively [for exalt 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).

0%

Year 6 were unable to attend swimming lessons due to COVID-19.

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.

Key achievements to date until July 2019:	To improve and next steps																								
<p>Total Sports Premium fund = £19,410.00 70% of this budget is allocated to the Tapscott Learning Trust (MAT) Sports Hub, to which Ranelagh is a founding member. Remaining 30% totals £5823 - to be spent in school elsewhere as detailed below.</p> <p>PE evaluation of 2018-19:</p> <table border="1" data-bbox="91 571 1061 957"> <thead> <tr> <th data-bbox="91 571 416 687">Current Attainment</th> <th data-bbox="416 571 741 687">% of children who met end of year standards 2018-19</th> <th data-bbox="741 571 1061 687">% of children who exceeded end of year standards 2018-19</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 687 416 727">Reception (PD)</td> <td data-bbox="416 687 741 727">93%</td> <td data-bbox="741 687 1061 727">38%</td> </tr> <tr> <td data-bbox="91 727 416 767">Year 1</td> <td data-bbox="416 727 741 767">81%</td> <td data-bbox="741 727 1061 767">37%</td> </tr> <tr> <td data-bbox="91 767 416 807">Year 2</td> <td data-bbox="416 767 741 807">88%</td> <td data-bbox="741 767 1061 807">14%</td> </tr> <tr> <td data-bbox="91 807 416 847">Year 3</td> <td data-bbox="416 807 741 847">93%</td> <td data-bbox="741 807 1061 847">26%</td> </tr> <tr> <td data-bbox="91 847 416 887">Year 4</td> <td data-bbox="416 847 741 887">90%</td> <td data-bbox="741 847 1061 887">17%</td> </tr> <tr> <td data-bbox="91 887 416 927">Year 5</td> <td data-bbox="416 887 741 927">88%</td> <td data-bbox="741 887 1061 927">22%</td> </tr> <tr> <td data-bbox="91 927 416 957">Year 6</td> <td data-bbox="416 927 741 957">92%</td> <td data-bbox="741 927 1061 957">27%</td> </tr> </tbody> </table>	Current Attainment	% of children who met end of year standards 2018-19	% of children who exceeded end of year standards 2018-19	Reception (PD)	93%	38%	Year 1	81%	37%	Year 2	88%	14%	Year 3	93%	26%	Year 4	90%	17%	Year 5	88%	22%	Year 6	92%	27%	<ul style="list-style-type: none"> <li>● Further strengthening the quality and impact of all PE lessons and ensuring consistently outstanding outcomes. Staff are confident to deliver high quality PE lessons and promote healthy lifestyles.</li> <li>● Continue to work alongside our MAT to foster a love of PE and competitive sport through different 'inter' and 'intra' competitions - ensuring that ALL children at Ranelagh have participated in at least one external sporting/PE competition.</li> <li>● Continue to develop opportunities for all children to take part in clubs, both lunchtime and after school, as well as other structured activities and clubs.</li> <li>● To improve the participation of parents and carers in our sporting events across the year, targeting specific groups.</li> <li>● To ensure all children who leave KS2 can confidently swim 25m unaided as well as use a variety of strokes.</li> <li>● To increase the number of children who can perform safe self-rescue in different water-based situations.</li> <li>● To improve the equipment and playground apparatus on offer for all pupils.</li> <li>● To increase the percentage of children working at greater depth in P</li> </ul>
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<ul style="list-style-type: none"> <li>● Data demonstrates that all year groups continue to attain end of year targets. The percentage of children reaching the end of year targets has been maintained year on year. Girls continue to outperform boys in most year groups. Black African children perform well across all of KS2 but are slightly underperforming in KS1. This will be a focus for next year.</li> <li>●</li> </ul> <p>Progress, and this is (in part) due to the use of the sports premium which has allowed for:</p> <ul style="list-style-type: none"> <li>● Excellent PE teaching - teachers' subject knowledge improved by enabling them to work alongside specialist teachers and coaches to observe and learn new skills and techniques from them.</li> <li>● A well- resourced PE curriculum which tracks skills; this monitored regularly and training put in place if necessary.</li> </ul>																									

- Diminishing the differences between pupil premium and non-pupil premium children
- The number of afterschool and lunchtime sports clubs have given children opportunities to participate in a variety of sport and opportunities to boost their self-esteem. - Basketball, football, multi-skills, dance, dodgeball and others.
- New PE equipment has encouraged healthy active play across the school during PE lessons and at playtime. Badminton has been created and developed , this now has clubs for children and clubs for adults (adding to teacher's well-being)
- Excellent use of the sport partnership with specialist PE coaches working alongside teaching staff during PE lessons which has facilitated much of the above. Our work alongside the Tapscott Learning Trust has reinforced this - specialist coaches have been in to support both new and qualified teachers in improving their practice.
- Development of children as sports leaders during PE lessons; playtime and sports day was successful and can be seen in the attainment of Year 5 and Year 6 children. This is to continue.
- Pupil voice shows that children of all abilities have a good understanding of how sport and physical activity keeps you healthy and that sport and physical activities are a good way to live a healthy lifestyle when they are adults.
- Encouraging all pupils no matter what their need to enjoy sporting activities – Pupils with SEND – travel to Beckton gym and participate in activities, swimming and inclusive PE sessions. They competed in, both 'Inter' and 'Intra' school sporting activities.
- Competing alongside other schools in the TTLT has led to PE having a much higher profile across the school (and trust), and has given greater access for all children to attend and participate in an external sporting competition

Sports Day 2018-19 was a success with a large number of our parents participating in the event, which is something we will aim to replicate (and improve upon) for 2019-20.

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? 0%  
Year 6 were unable to attend swimming lessons due to COVID-19.

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? No – unable to schedule catch up sessions due to COVID-19. Will arrange additional provision for 2021.

## 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: 2019/2020	Total fund allocated <b>£19,410</b> = total budget. 70% allocated to inclusion in the TTLT Sports Hub ( <b>£13,587</b> ) <b>Ranelagh Sports Premium fund = £5823</b>		Date Updated: 05/03/2020	
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: 8.6%
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?:
<b>Provide greater extra-curricular sporting opportunities for all pupils, including after school and lunchtime clubs</b>	<ul style="list-style-type: none"> <li>- Continue with quality coaching to inspire our children to participate in after school sport. Working with Sports Hub Director for TTLT as well as sports apprentice to increase uptake</li> <li>- To maintain and increase the number of children participating in competitive and non-competitive physical activity.</li> <li>- To develop new staff's teaching skills.</li> <li>- To implement our sports apprentice in running playtime and lunchtime PE clubs</li> </ul> Continue with initiatives such as:		As per membership to the TTLT Sports Hub package	Spring: The school council is leading an early morning fitness group.  Most children in the upper year groups have participated in competitive and non-competitive activities.  339 pupils have attended a club at least once per week.  98% children attend at least 1 club.  Holiday clubs ran during February
				Sustainability and suggested next steps:  A large number of Clubs will continue to be on offer.  PP and SEND children will be targeted to ensure participation and development.  Lunchtime clubs to enable all children to attend after sports club.  Children in KS2 that are not secure in cycling will be targeted to attend Bike club.  Sports leaders training to run

<p><b>To engage with parents, the community and local sports clubs to increase pupils' regular participation in sport and promote a healthy lifestyle</b></p>	<ul style="list-style-type: none"> <li>● Football Academy coaching</li> <li>● Ballet club</li> <li>● Basketball club</li> <li>● Fitness club</li> <li>● Fencing club</li> <li>● Street dance club</li> <li>● Athletic club</li> <li>● Badminton club</li> <li>● Sports leaders club</li> <li>● Tag rugby club</li> <li>● Cricket club</li> </ul> <p>Invite parents to attend Sports Day 2018-19, and encourage an even greater uptake.</p> <p>Early morning/after school physical activities aimed at engaging key parent groups, with a focus on improving pupil attendance</p>	<p>£500</p>	<p>half term .</p> <p>All children were invited, with PP being targeted.</p> <p>Sports coach supported NQTs in planning and delivering PE.</p> <p>Bike club target small groups on a 4-6 week club and a road cycle assessment at the end.</p> <p>Summer: Children attending the key worker group participated in morning fitness sessions.</p> <p>Differentiation of activities and clubs were planned and offered during the COVID provision to ensure children and a variety of sports, exercise and participation.</p> <p>Teachers posted weekly PE challenges and activities online during the home learning.</p> <p>Received the School Games Virtual Certificate.</p> <p>Children participated in the LYG Virtual Games, completing daily PE challenges and competing against other boroughs in London.</p>	<p>activities for both key stages.</p> <p>Sports coach continue to support NQTs in planning and delivering PE. Support clubs and early morning sessions. Target groups for low attendance/late arrival at school</p>
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			Game cards provided to children online that don't require equipment to promote children and their families to stay active while at home.	
<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: 60.1%
<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:
<b>Enhance the playtime experience by making playtimes and lunchtimes more active.</b>	-New, exciting equipment has been bought to encourage healthy, active play across the school. -The early years outside area has been renewed and play equipment bought to ensure a creative and stimulating physical environment. - Peers as Sport leaders Year 5 and 6 experts to encourage sport in the playground ( training necessary) and to organise sports day 2018-19	£1500	Spring: Monitoring of lessons shows that PE teaching is good or outstanding. Observation and monitoring in the EYFS shows a purposeful outdoor learning.	Lesson observations will be planned into the curriculum to ensure monitoring shows impact.  Areas of strength of the staff will be utilised and areas for development will be identified.
<b>Improve and maintain the range of P.E equipment to ensure that the children have a diverse option of sporting areas.</b>	- To audit and replenish PE equipment termly. - restock new storage areas, especially on the top floor	£1500	Sportsleaders and play leaders in the playground. This needs to be strengthen in the Summer term and training for the children that will take over in the Autumn term  PE equipment ordered to match the curriculum map and skills.	CPD will continue to ensure staff are upskilled and subject knowledge is enhanced.
<b>To ensure high quality outcomes for all pupils in PE</b>	- teachers and all staff using PPA to review and check assessment within PE. Formal summative assessment carried out termly with next steps		Observations and learning walks show planning is being followed and children challenged.	Recovery curriculum planned for September 2020 to ensure gaps are closed and children are mentally and physically healthy. PE will cover games and



<p><b>To implement targeted academic intervention for select children using physical activity as a medium (a PE intervention program)</b></p>	<p>identified.</p> <ul style="list-style-type: none"> <li>- staff to use 2Simple as a means for collecting evidence to support assessments.</li> <li>- teachers are pushing more able pupils to achieve at greater depth</li> <li>- use of specialist sports coach one morning per week to support NQT's and other new teachers</li> </ul> <p>Sports apprentice trained on how to work with small groups/individual children to improve progress and attainment across the curriculum (20-30 minute sessions on select days)</p>	<p>£500</p>	<p>100% of pupils are working at the expected levels.</p> <p>Summer:</p> <p>Home learning activities across all PE curriculum areas to engage children as well as their family.</p> <p>Children participated in the LYG Virtual Games, completing daily PE challenges.</p> <p>Children participated in Olympic Day, working out with olympians from across the world online.</p> <p>Children participated in the 60 Second Challenge. Tracking different athletics and seeing how they improve throughout the weeks.</p> <p>Lunch time sports club - targeted group</p>	<p>movement.</p> <p>Teamwork, Leadership, Communication, basic body movement, social skills (talking, listening, confidence, sharing ideas) will be covered.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				TTLT Sports Hub package
<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:
<b>Improve the teaching of Physical Education and the learning experience for all pupils.</b>	<ul style="list-style-type: none"> <li>- To use a coach (TTLT Sports Director) across the academy, pooling funding to share the cost of training and organising inter-school sports competitions (continue to work in partnership across the TTLT)</li> <li>- New teaching staff will be given the opportunity to team teaching with a partnership specialist as well as a sports apprentice.</li> <li>- all staff are confident to deliver effective PE lessons, with at least 100% of lessons good or better and 50% outstanding.</li> </ul>	As per membership to the TTLT Sports Hub package	<p>Spring: Most children in the upper year groups have participated in competitive and non-competitive activities.</p> <p>Sports coach supported NQTs in planning and delivering PE.</p> <p>Monitoring of lessons shows that PE teaching is good or outstanding.</p>	<p>Team teaching with subject leader and observation of outstanding PE lessons for NQTs and teachers identified.</p> <p>Recovery Curriculum Plan 2020-21. PE will cover games and movement. Teamwork, Leadership, Communication, basic body movement, social skills (talking, listening, confidence, sharing ideas) will be covered.</p>
<b>To maintain the quality of teaching in order to make lessons more inclusive and to increase pupil progress.</b>	<ul style="list-style-type: none"> <li>- Specialist coaches will work alongside staff to assist in staff development.</li> <li>- improve teachers' subject knowledge to enable them to work alongside specialist teachers and Teachers to observe coaches and learn new skills and techniques from them. PE subject surveys to be completed by staff to identify areas to focus specific support and</li> </ul>	As per membership to the TTLT Sports Hub package		<p>A set of playground equipment and pe equipment have been purchased to limit equipment to one bubble and reduce sharing of equipment.</p> <p>Areas of strength of the staff will be utilised and areas for development will be identified. CPD will continue to ensure staff are upskilled and subject</p>

	training.			knowledge is enhanced.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 31.3%
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>Additional achievements: <b>Enhance the playtime experience by making playtimes and lunchtimes more active.</b></p> <p><b>To further enhance Ranelagh's partnership across the Tapscott Learning Trust</b></p> <p><b>Year 6 pupils leave school 'water confident' with the majority able to swim 25m unaided</b></p>	<p>-New, exciting equipment has been bought to encourage healthy, active play across the school.</p> <p>-The early years outside area has been renewed and play equipment bought to ensure a creative and stimulating physical environment.</p> <p>- Peers as Sport leaders Year 5 and 6 experts to encourage sport in the playground (training necessary) and to organise sports day 2019-20</p> <p>- PE lead to work with the Lead Sports Development Coach (Paul Belcher) to enhance and develop PE at Ranelagh and leadership skills.</p> <p>- continue to develop sports links with other schools across the borough (Cumberland/Langdon partnerships)</p> <p>- continue to promote swimming as part of a healthy, active lifestyle and enable children to swim 25m unaided.</p> <p>swimming lessons to continue for</p>	<p>£600</p> <p>As per membership to the TTLT Sports Hub package</p> <p>£1223</p>	<p>New equipment purchased and implemented.</p> <p>Midday supervisors trained on how to engage in play at lunchtime and encourage participation.</p> <p>Sports Leaders played a crucial role in monitoring small games at play and lunch and encouraging play.</p> <p>PE lead attended number of external CPD in preparation for taking over subject in September</p> <p>Fortnightly swimming sessions for children with SEND - life skills sessions. One year 5 class have completed their swimming. The</p>	<p>Autumn term training for Sports leaders and new playground leaders.</p> <p>PE lead to deliver CPD and team teach with NOTs, teacher trainees and teachers.</p> <p>Year 6 to attend additional swimming after SATs. Catch up sessions for the year 6 class that missed out on</p>

	Year 6's in June/July		other class will go swimming for the rest of the year. Year 6 will have additional swimming lessons after their SATs.	swimming lessons in year 5 due to COVID-19.
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<b>Key indicator 5: Increased participation in competitive sport</b>			Percentage of total allocation: TTLT Sports Hub package
<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:
<p><b>Support school sport in the local cluster, across the MAT and within Newham.</b></p> <p><b>Continue to provide opportunities in competitive sport both 'inter' and 'intra' school in partnership with the Tapscott Learning Trust, Cumberland School Partnership and the School Games network.</b></p>	<ul style="list-style-type: none"> <li>- A percentage of the premium will be used to support the successful, on-going sport in our The Tapscott Sport Partnership.</li> <li>- Specialist teachers and staff from the Partnership to develop physical activity and areas within the PE curriculum.</li> <li>- As part of our The Tapscott Sport partnership agreement, we will have greater access to a wider variety of competitions and staff development opportunities.</li> <li>- To help selected pupils, including the disabled and those who have special educational needs, to overcome barriers and enjoy the benefits of PE and sport.</li> </ul> <p>To continue with our pupils with SEND participating in 'competitive' sport- both 'Inter' and 'Intra' school participation.</p>	<p>As per membership to the TTLT Sports Hub package</p>	<p>TTLT competitions have included dance, basketball, gymnastics, athletics and cricket.</p> <p>Competitions include the children who state that PE is not one of their favourite subjects to try and develop a love of PE and celebrate participation and success.</p> <p>SEND sports events across the trust to include all children. Weekly visits to Beckton Gym or Swimming as part of life skills sessions.</p> <p>Continue working in tandem with TTLT Sports Hub.</p> <p>Ranelagh has had a successful year and will continue to encourage participation in competition with a focus of enjoyment and healthy living choices.</p> <p>Continue with inclusion of SEND provision, Beckton Gym, TTLT events and fortnightly swimming session.</p>

Signed off by	
Head Teacher:	Shella Lawrenson
Date:	17/07/2020 - Summer review March 2020 - Mid-year review
Subject Leader:	Monya De Villiers
Date:	16/07/2020 - Summer review March 2020 - Mid- year review
Governor:	LAB
Date:	March 2020 Mid- year review