

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 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 2019:	Areas for further improvement and baseline evidence of need:
Key Indicator 1: Engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles Fitness  Previous year's results (2018/19) using the Fit4Schools programme continued to demonstrate impact on fitness levels (in some categories doubling improvement): 2018/19 overall school improvement of 32.27% (compared to 2017/18: 14.52%) 2018/19 girls overall improvement: 31.28% (compared to 2017/18: 18.25%) 2018/19 KS1 girls overall improvement: 29.16% (2017/18: 36.13%) 2018/19 KS2 girls overall improvement: 32.10% (2017/18: 12.99%) 2018/19 boys overall improvement: 33.26% (2017/17: 10.95%) 2018/19 KS1 boys overall improvement: 44.80% (2017/18: 44.77%) 2018/19 KS2 boys overall improvement: 27.07% (2017/18: 1.34%) 2018/19 Pupil Premium overall improvement: 36.18% (2017/18: 20.88%) 2018/19 Non-Pupil Premium overall improvement: 29.46% (no comparison) 2018/19 SEND overall improvement: 41.12% (2017/18: 22.77%) 2018/19 Non-SEND overall improvement: 30.57% (no comparison) 2018/19 EAL girls overall score increased by 38.14% (2017/18 boys/girls av: 20.95%) 2018/19 EAL boys overall score increased by 37.12% (2017/18 boys/girls av: 20.95%) All stakeholders aware of the disparity between school and national fitness averages in September after Summer holiday. Programmes in place to combat and improve fitness levels. Through to last 8 in Sheffield City Athletics finals Dec 2018 (poor fitness levels 2014 sparked off concern to find initiatives to improve). Of particular concern were KS2 boys' attitudes to fitness and health. Pupil voice techniques used to gather information about attitudes and motivation and the creation of a Sports Crew to suggest activities and clubs which appealed resulted in significant improvements as indicated above. Activities such as the GoRideGo cycling programme, Balance Ability, Bike Ability, Speedway; Climbing, Bouldering; Boxercise (95% of Y6 sign up with some enrolling for Boxing lessons with local club at the EISS);	Ensure all adults with a responsibility for improved pupil outcomes (staff, parents/carers, governors) continue to be aware of impact they can have on improving health and associated attitudes. Introduce ways to increase greater activity both within classroom based lessons and use of the outdoors. Continue to assess and monitor fitness levels in all year groups and in all categories. Identification of inactive pupils to create target groups for future investment is crucial. Continue to monitor pupils' attitudes to fitness and health and ensure links are made with improved attainment, behaviour and attendance. Create further pupil voice opportunities to gather information on popular physical activities. Continue the provision of non traditional activities to engage those less interested in traditional sports to increase pupil fitness and engage them in a lifelong love of sports and physical activity. Re-introduce and embed Daily Mile and ensure benefits understood across school. Continuous monitoring of PE lessons to ensure references made to health and at least 80% of lesson includes constructive physical activity for all pupils regardless of ability or disability. Continue to foster partnerships with local groups and national organisations which have positive impact on health and fitness of pupils and their families. Develop new partnerships with Food for Life, Food Fact of Life, Eat Smart Sheffield and Learn Sheffield. PE lead and EYFS lead to collaborate to create parent workshops on health including physical activities, games and nutrition. Identify member of staff to create and take charge of girls' football (attend on Level 2 FA coaching course). Investigate why attendance at clubs decreases when pupils reach Y5. Request further involvement in the Sheffield Move More Schoolyard challenge with fitbits to motivate and increase physical activity (trial very successful).

Paralympic sports eg Sitting Volleyball, Boccia, Goal Ball, Kurling contribute to greater engagement.

Pupils, staff and parents/carers continue to be more fitness aware. PE lesson warm ups include a fitness focus; the £50K spent on a playground make over in 2016 (including an extra £2K on cycling pods) continues to have impact with pupils more active at playtimes assisted by MDS and Y5 playground leaders. Numbers of school clubs and opportunities to compete in Level 2 competitions continue to increase. Fit4School's assessment three June 2019, demonstrated every class working at above national average in fitness levels - first time this has been achieved.

School continues to be a Centre of Excellence awarded in 2017 by Yorkshire Sport for work and initiatives on improving health and well being of all pupils. Workshops have been delivered to other schools. Parent/carers open days held on improved health at Phillimore eg 'Food Week', 'International Day'. 'WhyWeight' (commissioned by SCC) delivered Y4 lessons on nutrition and physical activity. Lessons on Food and Nutrition in a designated teaching area include links with health and wellbeing within the scheme of work.

Staff adopt increased physical activity in classroom based lessons using 'Activate'; 'Go Noodle'; 'Supermovers', following a staff meetings lead by the PE lead with focus on the importance of greater cardio respiratory fitness.

School was awarded Beacon status by BOAPC July 2018 and re-awarded in July 2019 for the following academic year. Tasked with developing initiatives to get the whole community active with the eventual aim of roll out to other schools with similar demographics.

Part of the Sheffield Move More Schoolyard challenge using fitbits to motivate.

Biking

Fewer pupils unable to ride a bike when reach Y3 at start of assessment for Y5 Bike Ability. As a result of assessment, all pupils targeted with developmental programme from beginners to improvers to more advanced. More Y5s able to take up offer of Bike Ability training. 39 level 2 passes (65%) and 7 level 1 passes (11%). EYFS use balance bikes as part of their Physical Development Early Learning Goal and more parents involved in developing the life skill by buying bikes and helping their children to learn to ride at an earlier age.

Active Sustainable Travel to School

Developed sustainable travel by working with Sustrans to reduce numbers of families using cars. Took part in '10 Day Active Travel Challenge' twice during 2018/19 focusing on improved health and environmental factors. With fewer pupils coming to school by car, roads are safer around school and improved local environment. Achieved Modeshift Stars Bronze Award.

Development of local and national Partnerships with focus on Health

Continue to form links with outside agencies: Zest Weight Management, Darnall Wellbeing,

The Big Swim, School Swimathon, Sheffield Sharks, Sheffield International Venues, Links SSP, 'Get Set', Sustrans, Cycle North. Other Initiatives contributing to increased Physical Activity We now have an evidence base for targeting pupils and selecting broader, more popular range of physical activities. Y3s enthusiastic about the Walking programme and a whole school faculty week took place Jan 2019 with focus on pollution awareness in the local area. A new running club started with families before and after school. Wider Impact as a result of above Pupils more active in PE Lessons and take part without stopping to rest. Standards achieved in PE are improving with 85% achieving end of KS2 attainment target. Attitudes to learning improved with better concentration in lessons.	
Key Indicator 2: Profile of PE and sport raised across the school as tool for whole school improvement PE, School Sport, Physical Activity and Health Education are included in the school Self Evaluation Form. Our three curriculum drivers (Sport, Initiative, Possibilities) shape curriculum breadth and are derived from an exploration of pupil backgrounds, beliefs about high quality education and school values (Secrets of Success). The school's sporting achievements are celebrated and contribute to the ethos of the school. Awards Swim England Aquatics Award Primary School of the Year – Silver 2015, Gold 2016 Centre of Excellence for PE and Sport 2017 Visit by Jonnie Peacock and Ellie Simmonds Sept 2017 as part of winning 1st place in the Active Kids Paralympic Challenge 1st Place. Film can be viewed on Sainsbury's website Sheffield Schools Active Award 2018 – Innovation in Swimming National School Active Travel Award – Bronze 2018/19 School Games Gold Award 2018/19 Sheffield Schools KS1 Bronze Award 2018/19 Create and Dance, Royal Opera House 3rd Place Dec 2018 Sheffield City Council Green Fingers Gardening and Cooking Competition 1st Place Sept 2019 BOABPA 'Get Set' Beacon School 2018/19 and 2019/20 Inclusion Quality Mark inspection included an interview with the PE lead. School awarded IQ mark Aug 2019 with recommendation to become a Centre of Excellence for Inclusion Inset Days held at Phillimore Sept 2017 and Dec 2017 promoting the benefits of learning through physical activity in the outdoors. Increased understanding of the link between health and lifestyle/diet and whole school improvement. PE used to rubber stamp school ethos/secrets of success and school curriculum drivers with whole school assemblies to celebrate pupil success through links made to hard work, never giving up, etc. All pupils participate in assemblies and celebration days. Pupils value going up in assembly and frequently ask about their turn.	Develop PE assessment system which is standardised across the school and which informs pupils, parents/carers, staff and next school of all aspects of the PE programme (physical, social, cognitive, creative, health). Lead staff meetings in assessment and ensure fitness assessments are included in Assertive Mentoring. Ensure annual reporting to parents/carers is accurate, clear and meaningful. Lesson observation expectations to include: reference to 'Secrets of Success'; clear fitness focus; inclusive so all pupils have the opportunity to make progress. Promote importance of physical activity on learning so that classroom based lessons include opportunities to become moderately to vigorously active. Investigate SUFC Literacy and Maths. Use Fit4schools data to inform school governors of need to improve fitness and link with whole school improvement. Access opportunities for up to date information and networking with local schools and local/national organisations. Use PE to create stronger links with local schools through training at Phillimore. Continue with PE celebration days and assemblies to ensure whole school aware of importance of PE and sport and to encourage all pupils to aspire to being involved.

PE and school sport is linked to attainment on the school development plan. All pupils receive at least 2hrs of PE per week. Staff meetings held with PE focus led by the PE lead. WIDER IMPACT AS A RESULT OF ABOVE Pupils proud to be involved in celebration days/assemblies/notice boards which impacts on confidence and self esteem which in turn impacts on learning across the curriculum.	
Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Raised confidence and competence in teaching PE. FS2, KS1 and Y3 staff training in fundamental skills resulting in improved physical literacy at KS1 and Y3. Ongoing programme of targeted CPD (Orienteering and Games in Y6, Gymnastics and Cricket in Y5, Gymnastics and Dance in Y4, Y3, Y2 and Y1; Balance Ability in FS2). Due to CPD in Y3 dance, two dances submitted for national dance competition run by Royal Ballet received 3rd place. Results can be viewed on Royal Opera House website. PE lead and member of SLT jointly carried out PE observations with feedback for staff development. Staff training at Phillimore. Inset Day Sept 2017 run by Thornbridge Outdoors to provide staff with ideas on how to take learning outside. Inset Day for Locality C schools Dec 2017 run by Thornbridge Outdoors delivering the Science NC. Staff training for all Locality C schools March 2018 run by 'Learning Through Landscapes' on use of the outdoors in Science. Two members of staff attended training at Thornbridge Outdoors Nov 2017. PE lead delivers Locality C PE ITT training and leads in areas such as the Locality C Y5 Swimming Festival.	Audit staff on needs and types of CPD required. Continue programme of staff CPD for 2019/20 including NQTs and new staff to increase confidence and competence in pupil skills, knowledge, understanding and therefore attainment in PE. Increase confidence in assessment in PE and therefore increase staff knowledge. PE assessment to become part of the whole school assessment policy. Continue programme of observations in PE lessons with focus on use of planning; fitness (vigorous activity); fundamental skills in KS1 and Y3. Feedback to SLT.
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils Increased numbers of pupils participating in ex-curricular activities. Introduction of register to monitor and target pupils who are inactive or have not had the opportunity to represent the school at sport or physical activity. Broader range of activities offered. Worked with local universities to boost curriculum and after school activities eg Dodgeball, Lacrosse, Sitting Volleyball, Cheerleading. Offered Bike Ability (39 pupils achieved level 2) and Balance Ability (all FS2 assessed). Programme of Learn to Ride introduced with assessment for all KS2 pupils to identify need and type of intervention. Became advocate for Royal Ballet's 'Create and Dance' programme. Phillimore to host inset 2019/2020. This formed part of BOABPA Beacon status case study.	Increase number of school clubs advertised on school website and improve numbers of staff feeling confident to offer ex-curricular activities. Increase number of different sports and activities including Paralympic sports offered to pupils either through the curriculum or after school. Continue whole school programme of biking to increase % of pupils from non riders to riders. Continue to seek activities and competitive opportunities for all pupils including Y2. Find opportunities for cross curricular links with physical activity/outdoor learning (eg Y3 weaselling; Y5 ESCAPE project, swimming festival)

Key Indicator 5: Increased participation in competitive sport Continued to be part of Links SSP with access to all festivals and competitions. Achieved the School Games Mark at Gold level and the Sheffield KS1 Mark at Bronze level. Improved numbers participating in competitive sport through specific targeting. Sitting Volleyball, Gymnastics, Football, Sportshall and outdoor Athletics, Dodgeball, Basketball, Cricket, Speedway, Climbing, Curling, Boccia competitions attended. Major Results: Curling 6 ch won gold; Sportshall Athletics 24 ch through to last 8, City finals; Outdoor Athletics 8 ch through to City Finals and one pupil bronze in City Y5 Boys' Throw.	Continue to be a member of Links SSP. Ensure staffing/transport available to enable pupils to participate in inter school sports festivals and competitions. Continue to develop tracking system of pupil participation in competitive sport both intra and inter to enable specific targeting. Ensure staff are given information about their own class to share with parents/carers and next school. Ensure every Y6 pupil has opportunity to represent school at least once in their school life. Increase participation across school in competitions and ensure enter competitions with full teams. Look at reasons for pupils not attending clubs and therefore competitions. Engage more girls in inter/intra school teams.
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Meeting national curriculum requirements for swimming and water safety. Data based on attainment reached end of Y4 2017/18 for current Y6 cohort.	
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.	89% All pupils were non-swimmers at the beginning of Y4. 70% had not visited a swimming pool before the start of school swimming lessons.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	36.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	31%
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?	Yes/ No

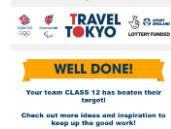
Action Plan and Budget Tracking

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 pupils today and for the future.

Academic Year: 2019/20	Total fund allocated: £19,490 + £508 underspend from 2018/19	Updated: 22/7/20 Underspend of £3,420 = 17%		
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:
				16% = £3,210
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:
Pupils, staff, parents/carers have clear understanding that fitness and health is intrinsically linked to improved sleep, behaviour and attainment. All stakeholders aware of disparity between school and national average in fitness at beginning of year after Summer holiday. All understand that fitness will be assessed, data gathered on specific classes/groups and subsequent targeted support offered. Continue to monitor groups of pupils highlighted in fitness data to ensure all groups make equal or better progress on previous year's results. Staff clear about how they can ensure pupils have access to at least 60 minutes	- Book three 'Fit4School' assessments one per term (3rd cancelled but families had online access) - Analyse data; provide feedback to governors, staff, pupils and parents/carers to enable and encourage further spotlight on fitness and physical activity - Deliver FS2/KS1 after school fitness club - Create evidence base for targeting pupils and offering broader range of physical activities - Develop whole school biking programme including FS2 Balance Ability through to Y6 Mountain Biking - Develop Y3 Walking programme to encourage use	£1,050 + £1050 + £525 (lockdown access) = £2,625	Local and national recognition of achievements in improved health of the whole school community. Ofsted 17/10/20: "Leaders encourage pupils to be healthy, happy members of society. Leaders provide pupils with memorable experiences to interest them...Leaders make sure that pupils have necessary life skills, such as being able to swim". 2019/20 SEF: 'The school works tirelessly to develop healthy children'. Achieved Food for Life Bronze award 2020. Achieved Sheffield Schools Active Health and Wellbeing award 2020.	Sustainability: Increased understanding about pupil safety and fitness levels indicate mindset change. Many projects/initiatives to get pupils and families more physically active are free requiring only organisation/management. Awareness and support from governors regarding work on active travel: "I endorse the work which has been carried out this year engaging our school community in becoming more active when travelling to and from school. This includes encouraging families to find means of travel other than the car and teaching our pupils to ride their bikes safely. I look forward to the next stage of this journey." (member of SLT and Governing Body).

of physical activity per day. Pupils able to identify physical activities they enjoy and by doing so increase their fitness levels. All families aware of their responsibility to travel actively to school. All families engaged with national initiatives promoting physical activity eg 'Travel to Tokyo' (online programme run by 'Get Set'). Request further involvement in the Sheffield Move More Schoolyard challenge with fitbits to increase physical activity. Reintroduce 'Daily Mile'. Increase in pupil cycling skills leading to improved safety and fitness.	of locality for family activity - Start Ladies Fit evening class at school using National Lottery grant - Develop sustainable travel by working with Sustrans to reduce numbers of families using cars to get to school - Work with SCC on the '10 Day Active Travel' programme twice a year plus litter picking project - Work with national initiatives to promote physical activity eg 'Get Set' - Take part in Government Healthy Schools Rating scheme  - Promote healthy eating in conjunction with physical activity for a healthy lifestyle through work with 'Eat Smart Sheffield' as a target school; Sheffield Poverty Strategy; Weight Management programmes evening classes; Y5 Anti Drugs/Smoking programme - Sign up to 'Daily Mile' website	£468 £117	Increased understanding of the importance of physical activity at start of day with the introduction of an active Breakfast Club Parents/carers more engaged with their children's health. They no longer complain that their children get out of breath or sweat in PE. Ladies Fit classes are well attended. Request for more classes which involve their children. 2019/20 Fitness Assessment data demonstrates: Overall school improvement after assessment 2 (Feb 2020) of 25.00%. Every class improved between assessment 1 and assessment 2 with some KS1 classes improving by 40.9%. Five classes out of 15 were working at above national average just before lockdown and other classes demonstrated potential to exceed national av by end of year. KS1 pupils improved by 22.58%. KS2 pupils improved by 17.50%. Girls improved by 8.21%. KS1 girls improved by 1.81%. KS2 girls improved by 10.88%. Boys improved by 15.97%. KS1 boys improved by 23.90%. KS2 boys improved by 12.06%. Pupil Premium improved by 15.29%. SEND improved by 20.70%. EAL girls improved by 14%. EAL boys improved by 22.12%.	Next steps (2019/20 underspend £150 Y6 Boxercise; £525 fitness assessment 3): - Ensure all adults with responsibility for improved pupil outcomes continue to be aware of impact they can have on improving health and associated attitudes - Look at re-introduction of lunchtime clubs particularly for pupils unable to attend after school due to commitments at mosque - All class teachers to create an active planner with heat map and action plan Monitor amounts of moderate to vigorous activity within classroom based lessons - Monitor PE lessons to ensure references made to health and at least 80% of lesson is constructive physical activity for all pupils regardless of ability or disability - Provide training in use of outdoors in improving physical and mental health (Wildlife Trust) - Promote Active Travel – participate in all SCC school initiatives
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		Promotion of healthy lifestyles with increased amount of time devoted to physical activity has positive impact on pupils' emotional, social and mental wellbeing (based on pupil voice surveys and interviews). KS1 fitness club well attended (24 on register); pupils/families aware of importance of fitness from a young age. Fewer pupils unable to ride a bike when reach Y3 at start of assessment for Y5 Bike Ability. More Y5s able to take up Bike Ability training when offered. 58 pupils took part (including all Y6s who were not ready in Y5; 40 achieved level 2 (69%, increase of 4% 2018/19) and 11 achieved level 1 (12%, increase of 1% 2018/19). More parents involved in developing life skill by buying bikes. Fewer pupils come to school by car. Roads safer and local environment improved. Pupils aware of importance of travelling actively: "We are trying to get everyone to walk or bike or scoot to school. When people use cars, it is less healthy and safe for children and not good for the environment. We want to change this in Darnall." Phillimore is a pilot school for the 'Travel to Tokyo' programme which has been further developed during lockdown to encourage and	• Continue to work closely with parents/carers on biking programme • Book cross curricular assembly with actor and walk to school promotion • Work with school council to promote active travel/ tackling parking issues • Work towards Modeshift Stars Gold award • Investigate school set of child fitbits to Move More Schoolyard programme (as no SHU budget to run) • Gain Government's Healthy Schools' rating • Develop Health Education programme: collaboration with PSHE lead/SLT to include physical, mental, safety, nutrition, food provenance education • Collaborate with staff/ parents/carers to run health themed workshops • Enter cooking/gardening competition • Use 'Citizenship' to develop local projects: pupils take pride/ ownership of their community; fewer cars parked around school, safer roads, less litter, better community feel • Develop Daily Mile in target year group with aim of rolling out more widely.
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		motivate family activity resulting in most classes receiving recognition for beating targets.  WIDER IMPACT AS A RESULT OF ABOVE Pupils more active in PE lessons and take part without stopping to rest. Improved attitudes to learning with better concentration levels in all lessons.	Ensure benefits understood across school • Continue to assess and monitor fitness levels in all year groups /categories to create targeted support • Target KS1 girls low overall improvement of 1.81% 2019/20 fitness assessments • Continue to monitor pupil attitudes on fitness, health and preferred physical activities. Ensure links made with improved attainment, behaviour and attendance • Continue systematic targeting of pupils for activity and competitions • Continue provision of non traditional, inclusive activities to engage those less interested in traditional sports to increase fitness and engagement in lifelong love of physical activity eg book Boxercise coach • Continue to foster partnerships with groups using local area for positive impact on health and fitness of pupils and families • Develop partnerships with Food for Life, Eat Smart Sheffield
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				Investigate holiday clubs due to decrease in fitness levels after holidays
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5% = £991
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:
Access opportunities for up to date information and networking with local/national organisations and local schools.	- Attend Sheffield PE Conference Sept 2019 - Attend Learn Sheffield PESSPA Alliance, Sheffield School Swimming, Eat Smart Sheffield meetings	£214 £136	Whole school community benefits from initiatives and opportunities offered by attendance at events. Locality C Head teachers support attendance and value representation. PESSPA seen as contributing to whole school priority areas and enhancing school aims/ethos. PE assessment covering skills, sporting and health behaviours now part of whole school assessment policy. Fitness targets set and reviewed each half term. Reports shared with parents/carers and pupils for targeted intervention/support.	Sustainability: SLT aware of benefits of raised profile of PE and school sport and are committed to funding these areas if Primary PE and Sport Premium discontinued. SLT value whole school sporting celebrations and will continue to use to deliver key messages. Locality C Head teachers continue to value and support activities which involve physical activity eg SSEL P Y5 Swimming Festival. Next steps: - Monitor introduction of a fitness element to the whole school Assertive Mentoring programme - Develop initiatives in line with whole school priorities to improve attendance (particular focus on Roma Slovak pupils) - Pupils make own links
Bring PE in line with core subjects including involvement in Ofsted visit 17/10/19; system of assessment and improved reporting of PE attainment to parents/carers. Link core subjects with physical activity as stimulus eg Y5 Mountain Day to kick start Literacy unit. Ensure school 'Secrets of Success' fully embedded in PE, school sport and physical activity. All staff delivering the PESSPA curriculum to use SoFS to develop appropriate behaviours which complement whole school values (responsible, respectful and active citizens) and know how to link becoming successful learners,	Equivalent cover for PE leadership: meetings to develop programmes, Ofsted, fitness target on Assertive Mentoring programme, work in collaboration with other members of staff eg parent/carer workshops on health including physical activities, games and nutrition	£641		

successful friends and successful adults to PE and school sport. Recognition of PE celebration days and assemblies to ensure whole school aware of importance of PE and sport and to encourage all pupils to aspire to being involved. Use PE to create stronger links with local schools through training at Phillimore.	• Plan and prepare assemblies to celebrate achievements with certificates/medals • Invite sporting heroes to attend eg Sheffield Sharks, SUFC • Open afternoons for parents/carers/ local schools on PE, school sport, health, PA: Dance Sharing, Sports Day • Sheffield inset training held at Phillimore: ROH 'Create and Dance' project 13/11/19, MAT PE Inset training 25/10/19 'Putting the fun in and taking the fear out of teaching PE': workshop for non PE specialist teachers and TAs delivering /supporting KS1 and KS2 PE, Locality C Swimming Festival training 19/5/20 (cancelled)		All pupils proud to participate in assemblies and celebration days, value the recognition of their achievements, frequently ask about their turn. Head teacher has introduced end of year sporting 'Pride of Phillmore' linked with Olympic/ Paralympic/ school values in line with other individual end of year celebrations. Phillimore provides training and opportunities for local schools, local/national organisations. Classes are used for demonstration PE lessons; hosted 12 PE ITT students on Phonics placement; pilot school for 'Get Set' (BOPA's youth engagement programme); worked with Sheffield PESSPA Alliance. Feedback on MAT training: "Making PE fun and inclusive for all"; "Adapting different activities"; "OAA an important part of the curriculum"; "Grouping children using beanbags"; "Using equipment to make own games up"; "Jelly tree self- assessment"; "Importance of teaching fundamental skills"; "Ideas useful for sensory circuits". "Different milestones in PE". WIDER IMPACT AS A RESULT OF ABOVE	with values learnt through PESSPA and can voice to peers in whole school assemblies • PE lead to contribute to whole school programme for Health Education through collaboration with PSHE lead and SLT
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			Pupil pride in involvement in celebration days/assemblies/notice board impacts on confidence and self esteem. Positive impact on attitudes to learning and attendance which is at 95.24%, well above the National Attendance figure for schools within 10% deprivation category.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:																												
				28% = £5,601																												
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:																												
Increase pupil PE skills, knowledge, understanding and therefore attainment through systematic planning and delivery of staff CPD by PE specialist teachers/sport specialist coaches. Increase pupil knowledge and understanding in healthy lifestyle choices and how they can maintain fitness through staff CPD. Agree ‘outstanding’ lesson criteria through observation of PE lessons and/or team teaching.	- Develop PE assessment which includes PE skills/ understanding and a social/ personal/health aspect eg healthy lifestyles and sporting behaviours - Baseline pupils via assessment so that progress can be measured over time - Book specialist teachers and coaches/supply and organise FE students to enable CPD to take place - Create staff CPD timetable (Spr2 + Sum1&2 cancelled) CPD Programme<table><tr><th></th><th>Aut 1</th><th>Aut 2</th><th>Spr 1</th><th>Spr 2</th><th>Sum 1 wk 3&4 KS1 SATs + wk 5 KS2 SATs</th><th>Sum 2</th></tr><tr><td>Weds pm SURC</td><td>FS2 x7 + SH Multi skills</td><td>Y1 x7 + MY & KA Ball skills</td><td>Y6 x6 + JC, TW, BW Basketball/Netball skills</td><td>Y2 x5 + LT & JM Football skills</td><td>Y3 x6 + BK, HD, JC Athletics</td><td>Y4 x7 + SB & CA Football</td></tr><tr><td>Thurs am Joe</td><td>Y1 x7 + MY & KA Multi skills</td><td>FS2 x7 + SG & KW Multi skills</td><td>Y5 x6 BK + HT Cricket</td><td>Y5 x5 BK + HT Cricket</td><td></td><td></td></tr><tr><td>Fri am Jo S</td><td>Y3 Walking Programme + HD & JC</td><td>Y3 Dance + HD, BK & EJ</td><td></td><td>Y6 Gymnastics + BW, JC, TW</td><td></td><td></td></tr></table> Balance Ability (SG) Joe Boyden sports coach (Y1+FS2 Multi skills SG, KH, MY, KA; Y5 Cricket HT, BK)		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1 wk 3&4 KS1 SATs + wk 5 KS2 SATs	Sum 2	Weds pm SURC	FS2 x7 + SH Multi skills	Y1 x7 + MY & KA Ball skills	Y6 x6 + JC, TW, BW Basketball/Netball skills	Y2 x5 + LT & JM Football skills	Y3 x6 + BK, HD, JC Athletics	Y4 x7 + SB & CA Football	Thurs am Joe	Y1 x7 + MY & KA Multi skills	FS2 x7 + SG & KW Multi skills	Y5 x6 BK + HT Cricket	Y5 x5 BK + HT Cricket			Fri am Jo S	Y3 Walking Programme + HD & JC	Y3 Dance + HD, BK & EJ		Y6 Gymnastics + BW, JC, TW			£102 £2,430 (Aut 1 & 2) £1,800 (Spr 1)	Increased attainment in PE skills can be evidenced and is reported to pupils/SLT/Governors/parents/carers. 86% of Y6s reached or exceeded end of KS2 curriculum milestones in PE skills, knowledge and understanding (national expectations). 94% of Y6s reached or exceeded end of KS2 curriculum milestones in Sporting Behaviours and Leadership. 85% of Y6s reached or exceeded end of KS2 curriculum milestones in health and fitness related knowledge and understanding. 78% of Y2s reached or exceeded end of KS1 curriculum milestones in PE skills, knowledge and understanding (national expectations). 76% of Y2s reached or exceeded end of KS1 curriculum milestones in Sporting Behaviours. Swimming data (see above section) PE assessment demonstrates staff are delivering a social/personal/health aspect in PE lessons and have witnessed improved personal behaviours in understanding healthy lifestyles and sporting behaviours.	Sustainability: Staff deliver higher quality PE lessons with emphasis on skills and knowledge in all aspects of the PE curriculum. Next steps (2019/20 underspend £702 Y3 Gymnastics): - Carry out staff audit on confidence/competence in teaching and learning - Create CPD plan to match audit. Target new staff and NQTs - Carry out observations of PE lessons and/or team teaching to produce agreed and consistent ‘outstanding’ lesson criteria - Gather feedback on 2019/20 CPD delivery and identify further need in staff development - Ensure staff keep PE assessment up to date throughout year - Carry out ongoing analysis of PE assessment data on attainment
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1 wk 3&4 KS1 SATs + wk 5 KS2 SATs	Sum 2																										
Weds pm SURC	FS2 x7 + SH Multi skills	Y1 x7 + MY & KA Ball skills	Y6 x6 + JC, TW, BW Basketball/Netball skills	Y2 x5 + LT & JM Football skills	Y3 x6 + BK, HD, JC Athletics	Y4 x7 + SB & CA Football																										
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	SUFC (FS Multi skills SH; Y1 Ball skills MY, KA; Y6 Invasion games JC, TW, BW) £214 ROH Create and Dance project (HD, IC) £702 See KI 1 JS Y3 Dance (HD, IC, BK, EJ) JS Y3 Walking Programme(HD, IC, BK, EJ) £97 £100 Y6 Gymnastics observations Move with Zip Action FS1 (NB) £156 Healthy lifestyles including Nutrition and Public Health Observe PE lessons and provide effective feedback to lead discussions on staff developmental needs (not taken place due to Covid)		Working with FE students and sport specialist coaches/teachers has given staff up to date knowledge of skills and understanding so increasing confidence and competence to deliver high quality PE and extending subject knowledge. Over time this will improve progress and achievement of all pupils and increase opportunities to engage in after school clubs encouraging take up of sport for life. WIDER IMPACT AS A RESULT OF ABOVE Physical confidence has increased noticeably amongst pupils. They are more prepared to 'have a go'. Parents/carers support children's enjoyment of PE and sport and are keen they improve their skills and understanding of healthy lifestyles.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7% = £1,482

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:

Additional achievements:

Phillimore pupils worked with BBC 5Live at 'The Climbing Works' Feb 2020 to interview Shauna Coxy (Olympic athlete) on climbing as a sport and her commitment to it. Interview broadcast nationally and used to inspire pupils at Phillimore.

Thornbridge Outdoors Residential on Y5 yearly plan. Y5 Mountain Day on Y5 English plan.

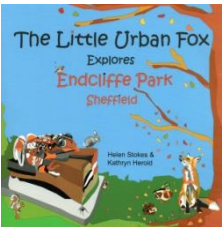
Sheffield Schools Active Health and Wellbeing Award 2020. Bronze Food for Life Award 2020.

'Get Set' pilot school 2019/20. Active Travel Modeshift Stars Silver Award 2020.

1st place in Sheffield Schools Cooking and Gardening competition 2019.

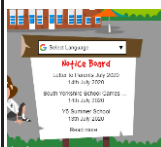
School Games Mark Gold Award (third year). Sheffield KS1 Schools Mark Distinction 2020

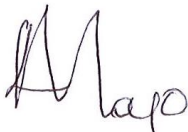
Pupils more receptive to new/unfamiliar opportunities and prepared to 'try new things'. Every pupil (including girls/inactive/SEND) has opportunity to attend at least one after school club with pathways to competition and festivals. Fewer obstacles identified which might prevent pupils from attending after school clubs. Increased numbers of school staff running after school clubs. Pupils have access to equipment to allow broader spectrum of activities to take place. Pupils and parents/carers familiar with local partnerships and facilities used by the school. Pupils develop sports leadership skills and good sporting behaviours. Develop Balance Ability for all FS2 pupils to increase PA and improve fundamental skills.	- Continue to offer wide range of activities both within and outside the curriculum to engage more pupils - Use systematic identification of pupils attending both in and out of school clubs. Focus particularly on those who do not take up additional opportunities - Work with outside organisations (SUFC, SHU, UofS, Links, Sharks, Inclusive Table Tennis, Get Set, Sustrans, SCC, Cycle North) - Use local area/facilities and sports clubs to promote partnerships - Involve external coaches to work in clubs where staff lack expertise - Arrange: - Table tennis club with Inclusive Table Tennis - Family Weight Management programme with Zest - Football, Gymnastics, Athletics, KS1 Fitness, Boccia, Sitting Volleyball, Nutrition, Active Breakfast Club - Y5 Mountain Days including bouldering and mountain craft - Y6 leadership programme with Links SSP - Royal Opera House 'Create and Dance' programme	£442 £58	"Pupils say that clubs, visits and events are some of the best things about their school." "They like practising skills in physical education in school and beyond." Ofsted Report 17/10/19 Pupil A: "I love Ms Searle's letters" (depicting the many and varied opportunities offered using a system of strategically targeting pupils). All clubs are free to pupils. Clubs aimed at lower KS2 Y3/4 have been very well supported especially girls and pupils with SEND. 13% increase in staff offering after school clubs has extended scope of activities and inspired more pupils to participate including at KS1. KS2 attendance: 58% (same 2018/19) KS2 girls attendance: 50% (dec of 1%) KS2 boys attendance: 66% (inc of 6%) Y3 attendance: 42% (dec of 4%) Y4 attendance: 58% (inc of 7%) Y5 attendance: 68% inc of 25%) Y6 attendance: 65% (inc of 4%) FS2/KS1 attendance: 6% (inc of 6%) Increased partnership work with Sheffield Universities provide further opportunities (lacrosse, rugby, fundamentals) with students on PE, Sport Science, ITT, PHD and specialist coaching courses. Feedback informs us that our 'go to' status as a school is reflective of the excellent behaviour and attitudes to learning our pupils display. Pupils experience PE lessons in world class facilities off site with	Sustainability: As staff confidence/goodwill grows, clubs become less dependent on one person. SLT value the benefit of clubs. "The school works tirelessly to develop healthy children. Staff timetable at least 2 hours of PE sessions each week with a wide range of well attended after school clubs available to both KS1 and KS2." 2019/20 SEF p3 Next steps (2019/20 underspend £526 for further activities eg Dance Share, Boxercise, Olympic Legacy Park): - Continue to use systematic identification of pupils attending both in and out of school clubs. Focus particularly on those who do not take up additional opportunities - Carry out pupil survey to ascertain preference for lunchtime/after school clubs - Create clear pathways for KS1 pupils in after school clubs to ensure participation continues into KS2 - Involve further external coaches to work in clubs where staff lack expertise - Explore opportunities to make cross curricular links to activities/events/
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	Boxercise, Speedway, Y6 Sports Leadership, Y5 Locality C Swimming Festival (cancelled due to Covid) • Buy bikes/helmets age/size appropriate • Work with Sustrans on activities related to active travel • Develop activities which focus on healthy lifestyles (nutrition/physical activity) • Y4/5/6 climbing and bouldering activities • Ensure all risk assessments in order and coaches have level 2/3 PESSPA qualifications	£200 £353 £429	high ratios of support. Class teachers are able to carry out formative assessments while pupils are taught by other adults. Very positive working relationships with local clubs including offers of new initiatives eg Sheffield Sharks Basketball Respect programme. Appropriate sporting behaviours develop as pupils aspire to be like visiting coaches. Increased cross curricular links made between core subjects with physical activity as stimulus eg Y5 Mountain Day to kick start Literacy unit. More pupils volunteer for leadership roles. Increased maturity, empathy and kindness as Y5s are playground leaders and Y6s are sports leaders. Parents/carers taking more interest in the health of their children. WIDER IMPACT AS A RESULT OF ABOVE Improved behaviour particularly at lunch times has led to improved learning in afternoons. Very few instances of pupils not bringing PE kit to school as attendance at after school clubs increases. Progress and achievement in curriculum PE has improved. 95% of pupils say they enjoy PE and sport and want to get involved in the many and varied activities on offer.	visits which promote physical activity outdoors eg The Little Urban Fox Explores ... by Helen Stokes  • Staff Boxercise - 95% of Y6s indicated support for a 1hr programme of vigorous activity: fitness building/glove work • Use local area, facilities and local sports clubs to promote partnerships eg Speedway training • Using data from football club (35 attendees, of which 6 are girls) investigate staffing for girls' only club • Aim to run clubs (with increased attendance) involving more school staff including new staff • Deliver sports leadership unit of work
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				27% = £5,294
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:
Ensure every Y6 pupil has opportunity to represent school at least once in their school life. Increase participation across school in competitions and ensure Phillimore enters competitions with full teams. Engage other school staff in taking pupils to competition and festivals. Engage more girls in inter/intra school teams particularly those who are inactive/disaffected. Fewer obstacles identified which might prevent pupils from being involved in competitions and festivals.	- Use systematic identification of pupils for competition opportunities - Introduce additional competitive sports identified by pupils in recent surveys to increase engagement - Continue affiliation and partnership with Links SSP and take up all competitive opportunities - Continue affiliation with Sheffield School Sport Federation - Book transport to competitions and festivals - Identify staff members to develop Y5/6 girls football - Organise staffing for competitions - Work with parents/carers so training/competitions do not interfere with other commitments (eg attendance at mosque) - Arrange friendly competition with local schools via Links SSP	£3,300 2020/21 affiliation fee £100 2019/2020 affiliation fee £595 £1,140	Representing Phillimore is part of school culture. This includes receiving medals/certificates in whole school assemblies linked to Olympic/ Paralympic/school values. Pupils view others as positive role models. Awarded KS2 School Games Mark at Gold level (third year) and Sheffield KS1 Mark at Distinction level which reflects virtual work with all families within school community using online learning platform during lockdown. Improved success of teams due to increased numbers joining after school clubs with clear pathways for all KS2: Y5/6 Athletics team through to Links SSP finals; Boccia team through to S.Yorkshire School Games level 3, representing Sheffield. 29th place in Sheffield Virtual School Games and 13th place in South Yorkshire Virtual School Games. Improved social and personal skills including good sporting behaviour (dealing with winning/losing), team work, leadership, perseverance, listening skills, solving problems.	Sustainability: sport and physical activity are intrinsically part of school ethos and not dependant on one person to drive forward. Next steps (2019/20 underspend £50 Speedway; £856 Football, Cricket, Basketball, Athletics competitions; £214 Sports Day): - Continue to engage school staff in KS2 team management - Increase staff engagement in KS1 competitions/festivals - Aim for KS2 School Games Mark at Platinum level and KS1 Sheffield Schools Mark at Silver level 2020/21 - Run staff meeting on assessment of social and personal skills including sporting behaviours within the PE curriculum

	- Enter competitions Y5/6 Sporthall Athletics (26); Y5/6 Sitting Volleyball (12); Y5/6 Boccia/Kurling (12); Y4 School Swimathon (60); Y6 Climbing (12); Y3/4/5/6 Gymnastics (20); Y3 Multi skills (10); Y3/4 Fun Run (120); Y3 Sportshall Athletics (10); Y3/4 Olympics (20); Y4 Football (6); Y5 Football (10); Y6 Football (2 teams of 10); Y5/6 Girls Football (10); KS1 multi sports (120), Y4/5/6 Basketball (18). All competitions 23/3/20 onwards cancelled - Medals for competitions - Compete in South Yorkshire School Games	£99 £60	Sport plays an integral role in developing character crucial for life-long learning. WIDER IMPACT AS A RESULT OF ABOVE Improved standards in Athletics and Gymnastics during curriculum time, pupils act as WAGOLs. More girls participating with noticeable difference in attitudes towards PE and sport. Improved integration of pupils from minority ethnic backgrounds and SEND due to promotion of team work. Parents/carers showing more interest in PE and sports by attending local activities such as Family Fun Runs at Olympic Legacy Park at weekends.	
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Signed off by:	
Head Teacher:	 Gillian Briggs
Date:	28 th July 2020
Subject Leader:	<i>Jo Searle</i>
Date:	22/7/20
Governor:	 Lydia Moyo – Chair of Governors
Date:	28 th July 2020