

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 2019:	Areas for further improvement and baseline evidence of need:
- High numbers of engagement in extra-curricular physical activity amongst pupils in KS2 - Children have excellent and regular access to inter and intra school competitions - Children have the opportunity to try a very wide range of different competitive and non-competitive activities - Large proportion of children in KS2 participating in extra-curricular activity (86%) - Least active pupils engaged in extra-curricular physical activity (62%)	- Utilise playtime as an opportunity to provide further physical activity for all pupils. - Enhance training for members of staff (particularly KS1) - KS1 staff felt less confident in staff survey - Develop 'B' team sports further - Enhance opportunities for pupils to lead

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.	76% (due to COVID-19, Y6 pupils who required extra swimming lessons were not able to access these).
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
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 (due to COVID-19 restrictions)

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: £16,820	Date Updated: 10.07.2020	
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:
				£480 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:
To engage all pupils in regular physical activity (30 minutes per day)	Have a system in place to track KS2 young people's participation in physical activity Have opportunities that attract less-active KS2 young people to participate in physical activity Have targeted provision for least active KS2 pupils in school with a minimum take up of 15% from those identified at the start of the year taking part in extra-curricular physical activity for at least a term. AUTUMN – 85% SPRING – 100% Provide all pupils with two hours of Physical Education per week Engage at least 65% of KS2 pupils in extracurricular sport/physical activity per week AUTUMN – 87% SPRING – 95% Daily Mile use to allow pupils to access 10 minutes of exercise per day to work towards 30 minutes provided each day	£405 £75	Inspection of playground equipment – ensures equipment is safe for children to use and allows pupils to be physically active at break times on trim trail and assault course. Inspection of PE equipment – ensures pupils can take part safely in high quality PE lessons Active Maths and English taking place across year groups (as a result of training last year) which has resulted in children being less sedentary during classroom lessons. It has also resulted in higher engagement in learning as reported by staff. Continuation of lunchtime and afterschool clubs (tailored to pupils' questionnaire responses) has meant that a high proportion participated in weekly extra-curricular activity. Using questionnaire results also allowed us to target least active pupils by organising clubs which they are interested in. Some pupils who were in least active group in previous years are now	Continue to inspect on an annual basis. Continue to inspect on an annual basis. New trampoline needed for EYFS. Excellent to see this has continued following the training last year. Staff will need to be reminded of active lesson ideas in September as it may have been forgotten following COVID-19 restrictions. Questionnaires should continue to be used to allow targeted clubs to be put in place for KS2 pupils as well as least active pupils.

	Use of active maths and English techniques to work towards 30 minutes per day Encourage and promote active travel to and from school Support breakfast club and after school club staff to facilitate physical activity before and after school to work towards 30 minutes per day Introduction of 'Craze of the Week'		attending regularly as they have found activities they enjoy.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£10,853.99 65%
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:
To raise the profile of PE and Sport across the school as a tool for whole school improvement.	Have registered on www.activeschoolplanner.org Have a noticeboard which promotes physical activity/sport Have completed the Inclusive Health Check tool Include School Games values within PE policy Promote physical activity to parents and the local community a fortnight using newsletters, website and/or local press. Provide Year 6 pupils with the opportunity to learn to lead through curriculum PE as part of a half term PE unit (personal development and transition to secondary) Cross curricular PE opportunities	£60 £1960 £8833.99	Humber Primary PE Conference allowed PE coordinator to access important updates and current pedagogy around PE - this is then disseminated to staff. This also allows competition calendar in Wolds Cluster to be set up. Membership to SSP - allows access to resources and competitions which allows us as a school to provide improvements in PE as well as access to inter-school competition pathways. Coaching Y5/6 pupils in leadership allowing pupils to become more confident in leading and organising their own break time clubs. Delivery of CPD and staff training of active maths and English to raise physical activity levels within lessons and ensure lessons are more engaging. Lesson observations to allow monitoring and evaluation of PE teaching effectiveness to	Continue to attend in future years. Continue, but also access YST membership to gain self-audit tools to gather information on where to improve next. Lesson observations need to continue next year to ensure staff are increasing in confidence when teaching PE. Time needs to be provided to allow skill progression to be monitored very closely too to ensure children are making progress over their primary school career.

	Use of Daily Mile to raise levels of concentration within lessons Use of active maths and English techniques to engage pupils in lessons Complete YST quality mark to assess provision of PE within school to highlight strengths and areas for development		be monitored. Sporting Values within PE lessons - link to Christian Values and British Values. Children can now articulate how sport and physical activity benefits to society and shapes us as individuals. Children learnt about disability awareness through this too by focusing on areas such as inclusion. Race for Life Event - charity. Allowed pupils to develop British Values. Y5 led and organised Race for Life event for EYFS and KS1 (personal development). This allowed pupils to raise confidence in leading and organising. Whole school events such as this also allow the school to develop a community spirit. Y6 organised and led a Sport Relief afternoon for EYFS - Y5 (Personal Development) raising confidence and self-esteem. Active Maths and English resulted in higher engagement in learning as reported by staff.	PE coordinator to also provide training next year for other staff on this so that it can be incorporated into lessons. Continue to use PE and Sport in whole school charity fundraising events. We will repeat this next year for Sports Day. Excellent to see this has continued following the training last year. Staff will need to be reminded of active lesson ideas in September as it may have been forgotten following COVID-19 restrictions.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£12953.99 77%
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:
To increase confidence, knowledge and skills of all staff in the teaching of PE and sport.	Have a member of staff who has actively engaged with their School Games Organiser (SGO) as part of their Physical Activity CPD Observation of staff who teach PE	£60 £1960 £2100 £8833.99	Humber Primary PE Conference allowed PE coordinator to access important updates and current pedagogy around PE - this is then disseminated to staff. This also allows competition calendar in Wolds Cluster to be set up. Membership to SSP - allows access to resources and competitions which allows us as a school to provide improvements in PE as well as access to inter-school competition pathways. Hire of Premier Sports to team teach with EYFS and KS1 staff (Autumn 2019) Delivery of CPD and staff training of active maths and English to raise physical activity levels within lessons and ensure lessons are more engaging. Observation and feedback given to KS1 and EYFS staff on their teaching of PE to raise standards. Staff training on PE teaching and expectations of schools. Team teaching.	Continue to participate. Continue to participate. Reducing to one session per week for KS1. Lesson observations need to continue next year to ensure staff are increasing in confidence when teaching PE. Time needs to be provided to allow skill progression to be monitored very closely too to ensure children are making progress over their primary school career.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£4060 24%
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	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:

consolidate through practice:				
To broaden the experience of a range of sports and activities offered to all pupils.	Have a calendar that demonstrates opportunities for all young people with SEND to take part in competition Engage at least 15% of pupils in leading, managing and officiating in school physical activity. AUTUMN - 8% SPRING - 30% Develop student voice using questionnaires to allow clubs and activities to be planned. Organisation of School Sports Crew Complete the self-review tool and Activity heat map Utilise sports coaches to support school sport and physical activity delivery Have links with at least five local community and pathway sport/physical activity and leisure providers which allows signposting through posters and taster days	£1960 £2100	Membership to SSP Premier Sports (Autumn 2019) led an afterschool club. Sean Evans - Pocklington Tennis Club City of York AC Pocklington Runners ER Dance Francis Scaife - swimming/leisure Links allow children to be signposted to clubs outside of school. Y6 organised and led a Sport Relief afternoon for EYFS - Y5 (Personal Development) Y5 lead and organise Race for Life event for EYFS and KS1 (personal development) Questionnaire used to allow targeted planning of clubs on offer to pupils. School Sports Crew allowed children to take ownership of sport and physical activity at school, children developed responsibility through leading lunchtime clubs and completing jobs linked to sport around school.	Continue. Reducing to once per week for KS1. Seek out netball clubs as a pathway as many children have been interested in this. Provide opportunity for leadership through sports day next year. Continue to involve pupils in organisation of charity events. Continue. Keep this going and meet at least once per month. Introduce awards for pupils leading at lunchtime.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£2035 12%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase participation in competitive sport	Registered a School Games Day Hold a School Games Day that has a clear cultural component (cancelled this year due to school closures). Have positioned 'Personal Challenge' as a key component of your provision (3 within year) Provide opportunities for both boys and girls to take part in appropriate levels of competition (12 intra school comps 8 inter school comps) Provide the opportunity for both boys and girls to take part in B team standard competition against other schools	£1960 £75	Membership to SSP has allowed pupils to participate in: XC, Football, Netball and benchball this year. Painting of football lines on school field to allow Y5 and Y6 pupils to take part in the North League football fixtures. House competitions each half term has allowed every pupil in school to access intra-sport 'house' competition. Children completed personal challenges in Autumn and Spring as a way of being in competition with themselves and striving to improve their personal best.	Obviously, with COVID-19 restrictions we were unable to participate in the number of events we would usually. We will not participate in the football league this year as there were too many fixtures across the year and this resulted in clashes with other sporting fixtures. However, we will still participate in the football cluster tournament. House competitions and personal challenges should take part throughout the whole year next year. This was not achieved this year due to COVID - 19 restrictions.

Signed off by	
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Date:	10/07/2020

Subject Leader:	Toby Hone
Date:	10/07/2020