



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

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

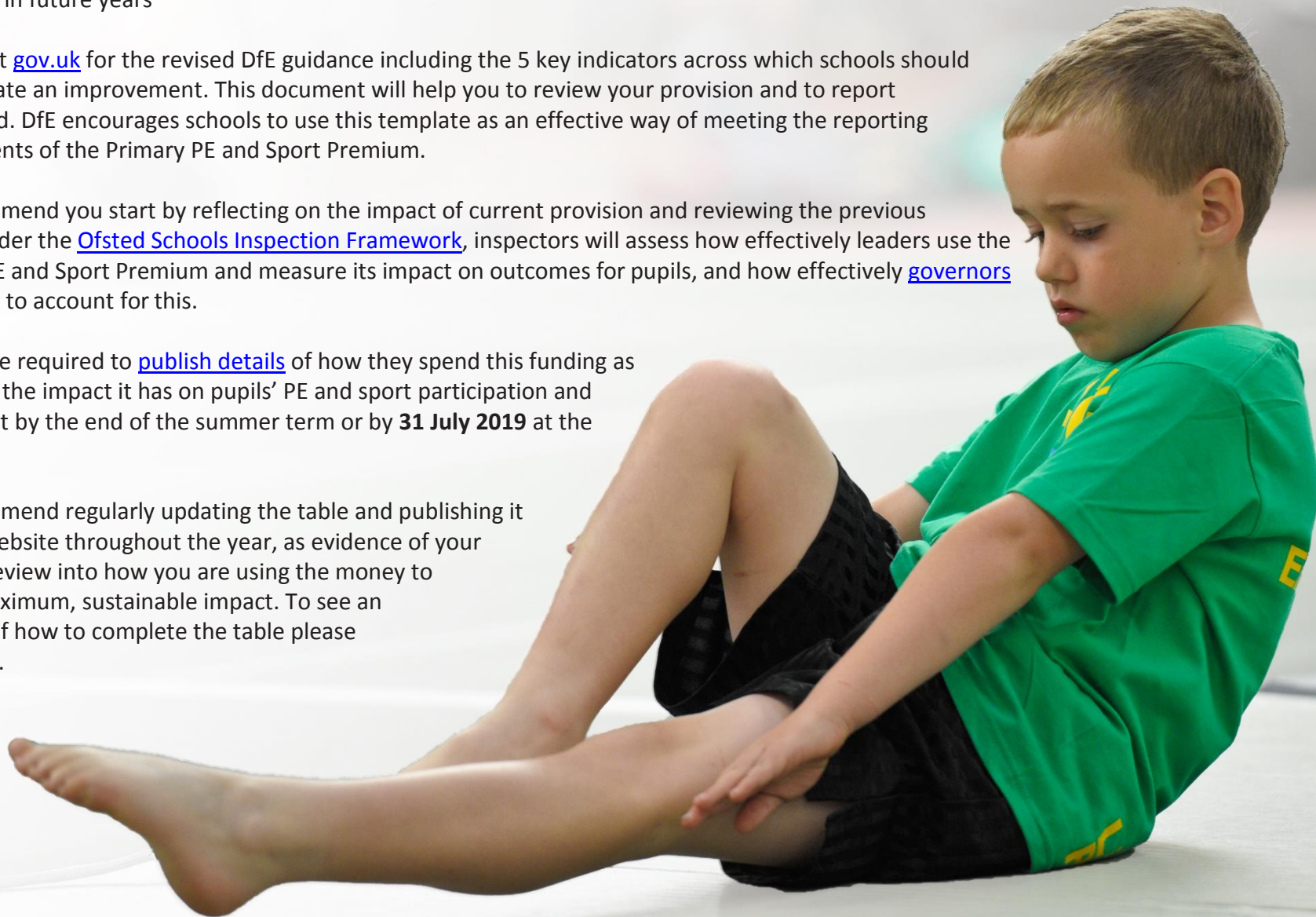
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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

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

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

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



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

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Children's increased sense of personal goals and development in their skills in physical activity and sport.</p> <p>Improvement in behaviour and focus during PE lessons across school, with pupils previously reluctant to partake fully, now engaged in every lesson/activity.</p> <p>Improvement in teaching staff pedagogy in teaching PE lessons.</p> <p>The profile of PE has been raised significantly across the school, with many parents commenting that pupils are more active at home and enthusiastic to develop key skills.</p> <p>The school has gained the Primary Games Gold Award (moderated and confirmed in September 2019).</p> <p>The school has introduced a buddy system in which the Yr6 children are paired with reception pupils to keep active at breaktimes.</p> <p>The school has introduced a sports leader team (Yr5/6 pupils), who have responsibility of maintaining the sports equipment; distributing equipment to younger pupils; teaching other children within the school new games to play; and taking on leadership roles during inter-school sporting activities and sports days.</p> <p>The senior teacher has taken on the role of PE coordinator and upskilled significantly in the delivery of a more wholistic PE curriculum design which encourages all pupils to work towards a 'mastery' approach to key skills at every stage of development.</p>	<p>Baseline evidence of need was collected through the School survey using the KOBOKO platform in 2018 and will be repeated in Autumn 1 2019. Impact will be measured and further activities (curricular and extra-curricular) will be planned and provided.</p> <p>Continue to increase activity time throughout the school day by monitoring wake and shake activities during lessons and ensuring ALL children are making full use of sports provided by lunchtime games leader (increased targeted provision).</p> <p>Further development of PE long term plan and associated assessment materials and ensure they continue to evolve positively and impact on teaching and learning.</p> <p>Continue to attend Primary Games competitive events (all children encouraged to attend).</p> <p>Continue to develop children's leadership, organisation, resilience, initiative and communication skills.</p> <p>Continue to provide regular opportunities for all teaching staff to observe the PE lead in order to ensure there is a continuingly consistent approach to the teaching of PE across the school.</p> <p>Continue to carefully monitor the sports equipment in school and how the sports premium can be used to introduce new sporting activities and opportunities.</p> <p>Continue to make and maintain links to local sporting clubs and encourage the pupils within the school to broaden their sporting horizons; and take part in competitive sporting activities.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £16,670	Date Updated: September 20 th 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				16 %
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All pupils encouraged to take part in active breaktimes and lunchtimes and have full access to a range of sporting/fitness equipment during morning and afternoon break. They are encouraged to play sports and games which are – in part – assisted/lead by older sport leaders within the school.</p> <p>At lunch time, each key Stage has activities planned and lead by a lunchtime activities coordinator, who will monitor participation levels and report back to PE lead. This will ensure pupils are encouraged to be active and try new sports/games.</p>	After-school activity club (3 hours per week) delivered by support staff under the planning supervision of PE lead practitioner and Headteacher.	£500	<p>After-school sessions have been attended well by pupils of all ages. Some pupils do not attend due to sporting commitments outside school time with clubs (inc: rugby, football, dance, tennis and swimming).</p> <p>Vast majority of pupils are enjoying the sporting/fitness activities provided by the sports lunchtime leader. Children are more settled when coming into class after breaks and concentration levels have improved.</p>	<p>Continue with current level of funding to ensure the children undertake at least 30 minutes of physical activity per day.</p> <p>PE lead to continue to upskill, monitor and liaise with lunchtime activities coordinator in order to encourage full range of activities and pupil participation.</p>
	Lunchtime activities coordinator payment.	£2087		
	'Training-up' of sports leaders within Yr 5 and Yr 6.	£2587		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1 %
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Focus on 'Head, Hands, Heart' approach in PE lessons to link closely with Slingsby Values for Life: Caring, Honesty, Resilience, Expectations &</p> <p>The PE lead will develop the knowledge and understanding of the staff within school in order to increase the impact of PE lessons and how the same goals and values can be transferred to a more resilient and thoughtful approach in classroom lessons inc' team-building skills.</p> <p>Class teachers will work towards making lessons more active.</p> <p>The school intends to raise the profile of PE with parents and encourage a positive attitude to health, sports and fitness.</p>	<p>Year 5 & 6 pupils to complete 'Goal In A Day' activity (delivered by SCSS).</p> <p>Enrolled in local delivery afPE Level 5 accredited course.</p> <p>Ensured staff meeting time was allowed to disseminate information to all staff.</p> <p>Staff provided time to observe the PE lead practitioner plan, teach and deliver PE lessons in order to ensure continuity of approach.</p> <p>Joint planning day with all teaching staff in order to ensure progression of skills, approach and curriculum design coverage.</p> <p>Put up permanent sports display in prominent position in the school. Parents are actively encouraged to support and attend all sporting events</p>	<p>£199</p> <p>Costs detailed in the sections for key indicators 3, 4 & 5.</p>	<p>Children gained a great deal in their appreciation about how to make good decisions in life and apply the skills taught in PE (resilience, decision making, composure) to real life scenarios.</p> <p>Staff are more confident in being able to engage reluctant participants during lessons, who now join in with every activity and have a much more positive learning attitude.</p> <p>Active maths starters (kinetic learning & dough-disco in Class one).</p> <p>Wake & shake activities throughout the day.</p> <p>Display in Class 3.</p> <p>Sports events are very well attended by parents and their families, and governors/stakeholders.</p>	<p>Continue next year to reinforce.</p> <p>Continue to apply the 'Head, Hands, Heart' principles from PE to other areas of the curriculum design and delivery.</p> <p>The PE lead practitioner is currently working towards the successful completion of the afPE Level 6 accredited course in 2019-2020 to further improve the opportunities for all staff and pupils across the school in PE activities.</p> <p>The PE lead will continue to work closely with all teaching and support staff in staff meetings and CPD, with the focus being on effective support in all PE lessons, extra-curriculum activities and further developing positive learning behaviour across the curriculum.</p>

<p>The school will focus on how the least confident pupils/those who currently do not have a positive attitude to PE can be engaged so they take full part in every PE lesson; making a positive difference to their lives.</p>	<p>All children within the school to undertake KOBOKO survey in order to ascertain which sports they currently play, which sports they would like to try, and their current attitude level towards sport, exercise and physical activity.</p>	<p>Costs detailed in the sections for key indicators 3, 4 & 5.</p>	<p>The school focus on a primarily skills-based approach to lessons has led to full participation from all pupils. Lessons now allow pupils greater opportunities to practise skills individually or in pairs and therefore are more involved in every stage of the lesson.</p> <p>They are each given three levels of challenge and select where they would like to focus. More able pupils are encouraged to use their non-dominant side, in order to become 'sport ready'. Less focus on larger team games has led to lower ability pupils taking full part and their attitude towards PE lessons has improved significantly.</p> <p>More able pupils are no longer making requests to play full games, and enjoy the small sided skill games much more.</p> <p>Parents have reported that their children are coming home 'taking about their PE lessons enthusiastically.'</p> <p>Several have commented that their children now like to do new activities like yoga at home as a preferred leisure activity.</p>	<p>The PE lead will continue to monitor PE lessons in order to maintain the current approach which has been successful.</p> <p>The PE lead practitioner is currently working towards the successful completion of the afPE Level 6 accredited course in 2019-2020 to further improve the opportunities for all staff and pupils across the school in PE activities.</p> <p>Continue to train-up and develop skills of sports leaders.</p> <p>Continue to closely monitor spending of PE sports premium funding in order to update current equipment and order equipment to further broaden the range of sporting activities available to the pupils (ie: volleyball and lacrosse).</p>
<p>The school will develop a sports leadership team in order to improve and develop leadership, organisational and communication skills.</p>	<p>Allocate PE leadership roles to Yr 5 & Yr 6 pupils, who will take on responsibility of the PE storage, the distribution and collection of equipment during more active break and lunchtimes; and mentor younger pupils.</p>			
<p>The school intends to use the Primary PE and Sport Premium Funding in meeting the 5 Key Indicators;</p> <ul style="list-style-type: none"> -Engagement of all pupils in regular Physical Activity -The profile of PE and Sport in the school -Increased confidence, knowledge and skills of staff -Broad range of sports and activities - Increased participation in competitive sport 	<p>The school intends to raise the profile of PE and sport by including regular updates on the weekly newsletter. A permanent sports display area in a prominent area in the school will also be added in order to communicate more clearly with pupils, parents and visitors.</p> <p>The school intends to attend an increasing number of Primary School Games Awards and is already being more proactive in communication with the area lead based at Lady Lumley's School in Pickering.</p>			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				60 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The senior teacher undertook and passed the afPE Level 5 accredited course in 2018-2019 in order to upskill and raise awareness of understanding the crucial role that all staff within the school (including support staff) play in raising standards of learning behaviour and skills in sport for every pupil. This was disseminated to all staff within the school.	<p>Enrolled in local delivery afPE Level 5 accredited course.</p> <p>Ensured staff meeting time was allowed to disseminate information to all staff.</p> <p>Staff provided time to observe the PE lead practitioner plan, teach and deliver PE lessons in order to ensure continuity of approach.</p> <p>Joint planning day with all teaching staff in order to ensure progression of skills, approach and curriculum design coverage.</p>	<p>£3100 to cover cost of course and travel expenses.</p> <p>£1800 TLR payment to PE lead practitioner.</p> <p>Provision of cover for senior leadership & CPD: £5065</p> <hr/> <p>£9965</p>	<p>All pupils within the school have access to higher quality delivery of PE lessons from all staff.</p> <p>Staff are more confident in being able to engage reluctant participants during lessons, who now join in with every activity and have a much more positive learning attitude.</p> <p>All pupils are encouraged to work towards personal development goals, as PE lessons are more finely tuned and differentiated to meet the individual needs of all pupils.</p>	<p>The PE lead practitioner is currently working towards the successful completion of the afPE Level 6 accredited course in 2019-2020 to further improve the opportunities for all staff and pupils across the school in PE activities.</p> <p>The PE lead will continue to work closely with all teaching and support staff in staff meetings and CPD, with the focus being on effective support in all PE lessons, extra-curriculum activities and further developing positive learning behaviour across the curriculum.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All children within the school to undertake KOBOKO survey in order to ascertain which sports they currently play, which sports they would like to try, and their current attitude level towards sport, exercise and physical activity.</p> <p>Whole school review of current skill level & confidence of staff in PE in order to identify CPD needs.</p> <p>Introduce a wider range of sports and activities to the pupils in order to increase range of skills and opportunities to succeed.</p> <p>After-school PE based clubs/activities will also introduce new sports to the children, including: archery, bowls, dancing, dodgeball, field events, circuit training and yoga (funding detailed in 'key indicator 1' section).</p> <p>Make full use of the newly renovated tennis courts which have been allocated school time throughout each day.</p> <p>The school works closely with the local community to put on a maypole dancing event in May each year.</p>	<p>Subscription to KOBOKO platform.</p> <p>All Year 6 children to complete 'Bikeability' course in order to be able to confidently ride on roads.</p> <p>Matthew Connor Golf (Snainton Golf Club).</p> <p>SCSS PPA Cover (Autumn term).</p> <p>Purchase of sports equipment, including: portable tennis net, rugby balls, footballs and tennis balls.</p> <p>Less time to be spent on 'traditional games' (ie football, netball...) & more focus on a controlling different sized/shaped ball in different ways; developing skills which can be used across all sports.</p> <p>Contact Bollywood Dancing & Drumming Workshop to enhance cross-curricular learning (RE/British Values/Geography).</p> <p>School to contact Mrs. Thompson (maypole dancing coach).</p>	<p>£249</p> <p>£560</p> <p>£540</p> <p>£1050</p> <p>£290</p> <p>£1200</p> <p>£3889</p> <p>Cost of cleaning maypole costumes.</p>	<p>KOBOKO questionnaire/survey completed by all children which showed they have a positive attitude to the sports currently taught.</p> <p>High level of requests from pupils to do golf, rugby and volleyball, which have been included as part of their PE curriculum design in 2018-2019. Many pupils also requested cycling lessons, leading to the 'Bikeability' activity being funded for Yr 6 pupils.</p> <p>All pupils enjoyed their golf lessons and some are keen to start playing outside school time; therefore the golf lessons represented good value for money for the sports premium funding.</p> <p>The purchase of more equipment has led to pupils having significantly more opportunities to work on their skills instead of 'waiting for their turn'. Pupils are active in PE lessons for significantly longer periods. Children engaged in village history/traditions and relationships with villagers remain strong. Improved balance and coordination skills.</p>	<p>Continue to subscribe to KOBOKO platform, but make greater use of pupil feedback and questionnaires (once per term) to continually feed into curriculum design and planning.</p> <p>Continue to employ Matthew Connor Golf for summer 2020 to improve golf-based skills/confidence further.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>The school focus is to allow all children opportunities to partake in competitive sport and encourage pupils to join clubs outside the school.</p> <p>Where numbers are limited, the school will monitor which children have not taken part, and these pupils will be the priority for attending the next event.</p> <p>Develop a PE school games display which will detail local sporting clubs to contact (range of sports).</p>	<p>Liase with member schools of the Howardian Alliance in organising and attending a range of sporting activities throughout the year.</p> <p>Ensure PE lead and staff have a copy of the intended programme of events for School Games, and actively look to sign up for events, depending location).</p> <p>Continue to build contacts through existing links with sports clubs in the area.</p>	<p>Costed in key indicator 3 as part of provision cover.</p>	<p>Children in 2018-2019 had the opportunity to attend:</p> <ul style="list-style-type: none"> -Cross country (all pupils) -Year 3/4 & Year 5/6 football events x 2. -Multi-skills (Howardian Alliance) for all pupils. -Swimming gala (Howardian Alliance) for key stage 2 pupils. -Competitive sports event with Gillamoor school (rounders). - Competitive summer track & field sports event with Hovingham CP School. <p>Children are also encouraged to celebrate their sporting achievements outside school during class and whole-school special assemblies.</p>	<p>Continue to sign-up for both School Games and Howardian Alliance events.</p> <p>Continue to ensure that all age groups/classes are attending as many events as is feasible.</p>