

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:
<p>Children’s continued increased sense of personal goals and development in their skills in physical activity and sport.</p> <p>Consistent improvement in behaviour and focus during PE lessons across school, with all pupils now engaged in every lesson/activity.</p> <p>Ongoing and continuing improvement in teaching staff pedagogy in teaching PE lessons.</p> <p>The profile of PE within the school is high, with many parents commenting that pupils are more active at home and enthusiastic to develop key skills.</p> <p>The school gained the Primary Games Gold Award (moderated and confirmed in September 2019). As a result of COVID-19, and cancelling of Gold application awards for 2019-2020, the school instead received the ‘Games recognition certificate’ in recognition. The certificate and badge are awarded in recognition of the school’s commitment to, and engagement in, School Games events over the Autumn and Spring term 2019-2020.</p> <p>The school has continued to implement a buddy system in which the Yr6 children are paired with reception pupils to keep active at breaktimes.</p> <p>The school has continued to train 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 continued to upskill in the role of PE coordinator. A wholistic PE curriculum has been designed 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 2019 and will be repeated in Autumn 1 2020. Impact will be measured and further activities (curricular and extra-curricular) will be planned and provided where needed to continue to improve opportunities for all pupils.</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 (targeted provision).</p> <p>Continued 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 and to benefit from upskilling from external sport agencies in order to ensure there is a continuingly consistent approach to the teaching of PE across the school and upskilling of staff.</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.	
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.	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?	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: 2019/2020		Total fund allocated: £16,711		Date Updated: September 2020	
<p>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</p>					Percentage of total allocation:
					%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
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.		Lunchtime activities coordinator payment.		£1432.08	
		‘Training-up’ of new sports leaders within Yr 5 and Yr 6.			
		KS1 ride-ons purchased to increase level of physical activity for Reception & Year One pupils.		£734.70	
				£2166.78	
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.				Vast majority of pupils are enjoying the sporting/fitness activities provided by the sports lunchtime leader.	
				Less engaged pupils are helped by the lunchtime activities coordinator and sports leaders to become increasingly involved.	
				Children are more settled when coming into class after breaks and concentration levels have improved.	
				Continue with current level of funding to ensure the children undertake at least 30 minutes of physical activity per day.	
				PE lead to continue to upskill, monitor and liaise with lunchtime activities coordinator in order to encourage full range of activities and pupil participation.	
				PE & sports equipment will need to be ‘COVID-19’ safe when the school reopens in September – consideration given to sharing ‘bubble resources’ (each bubble has their own equipment; where equipment is shared, it is disinfected after use.)	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	7.6%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Continue to focus on ‘Head, Hands, Heart’ approach in PE lessons to link closely with Slingsby Values for Life: Caring, Honesty, Resilience, Expectations & Respect</p> <p>The PE lead will continue to develop the knowledge and understanding of the staff within school in order to further 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 continue to work towards making lessons more active, ensuring there is little ‘waiting/instruction’ time.</p> <p>The school intends to continue to raise the profile of PE with parents and encourage a positive attitude to health, sports and fitness.</p> <p>The school will continue to focus on how the least confident pupils/those who currently do not have a positive attitude to PE can be engaged so they</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>Olympic Athletes visits and activities organised for Autumn and Summer Term to raise profile of sport, fitness and ‘Head, Hands, Heart’ approach (all classes)</p> <p>Permanent sports display in prominent position in the school. Parents are actively encouraged to support and attend all sporting events</p>	<p>Autumn: £589 Summer: £675 £1264</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>Olympic Athlete’s visit did not take place in the Summer due to COVID-19 restrictions and partial closure. Monies paid and visit reorganised in 2020-2021 when safe to do so.</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>Continue to apply the ‘Head, Hands, Heart’ principles from PE to other areas of the curriculum design and delivery.</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 PE lead will continue to monitor PE lessons in order to maintain the current approach which has been successful.</p> <p>Continue to train-up and develop skills of sports leaders.</p>

<p>take full part in every PE lesson; making a positive difference to their lives.</p> <p>The school will continue to train a sports leadership team in order to improve and develop leadership, organisational and communication skills.</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>Extra sports equipment purchased to ensure children have their own, individual equipment wherever possible.</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>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 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 regularly updated 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>	<p>Costs detailed in sections for key indicators 3, 4 & 5.</p>	<p>Sports events well attended by parents and their families, and governors/stake-holders.</p> <p>The school focus on a primarily skills-based approach to lessons has led to full participation from all pupils. Lessons continue to allow pupils greater opportunities to practise skills individually or in pairs and therefore are involved in every stage of the lesson.</p> <p>Children 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'.</p> <p>Continuation of last year's focus: less emphasis on larger team games, leading to lower ability pupils taking full part and their attitude towards PE lessons has improved significantly.</p> <p>Parents report that their children are coming home 'taking about their PE lessons enthusiastically.' & pupils are continuing to practise skills outside the school environment.</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.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	56%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>The senior teacher has undertaken and completed 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.</p> <p>The knowledge & understanding gained on this course continues to be disseminated to all staff within the school.</p>	<p>Continue to provide staff meeting time to disseminate information about PE & training updates 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>£2583 TLR payment to PE lead practitioner.</p> <p>Provision of cover for senior leadership & CPD: £6852</p> <hr/> <p>£9435</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 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:
				%
Intent	Implementation		Impact	8.6%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>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>Continue to introduce a wider range of sports and activities to the pupils in order to increase range of skills and opportunities to succeed.</p> <p>Make full use of the newly renovated tennis courts which have been allocated school time throughout each day.</p>	<p>KOBOKO subscription renewal.</p> <p>Mr. John (coach at Malton Rugby Club) delivered rugby skills lessons which were also attended by class-teachers. He did this for no payment, other than a contribution towards fuel costs.</p> <p>Purchase of sports equipment, including: volley balls, tennis balls, netballs, bean bags, soft balls mini basketballs.</p> <p>Skipping, balance and traditional playground games workshops for all children.</p> <p>Purchase of skipping ropes and bands for playground activities.</p> <p>A greater range of activities, not just 'traditional games' (ie football, netball...) & continued focus on a control/mastery of different sized/shaped ball in different ways; developing skills which can be used across all sports.</p>	<p>£249</p> <p>£30</p> <p>£520.15</p> <p>£595</p> <p>£40</p> <p>£1434.15</p>	<p>KOBOKO questionnaire/survey completed by all children which showed they continue to have a positive attitude to the sports currently taught.</p> <p>High level of requests from pupils to do more volleyball, rugby and skipping activities which have been included as part of their PE curriculum design in 2019-2020.</p> <p>All pupils enjoyed the skipping workshops and many continued to practise the skills in break-times. Many purchased their own ropes and bands following the workshops are keen to start playing outside school time.</p> <p>The continued 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.</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>Look to employ Matthew Connor Golf for summer 2021 to improve golf-based skills/confidence further (these sessions were planned but missed due to COVID-19).</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>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>Maintain the 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 2019-2020 had the opportunity to attend:</p> <ul style="list-style-type: none"> -Year 3/4 & Year 5/6 football events x 2. -Multi-skills events for all pupils. <p>Children are also encouraged to celebrate their sporting achievements outside school during class and whole-school special assemblies.</p> <p>Many planned activities and events did not take place due to COVID-19 restrictions.</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> <p>Sign up for 'Virtual' sports events and encourage participation through information to staff, pupils and parents via website and newsletter notifications.</p>

Signed off by	
Head Teacher:	Mrs. G. Metcalfe
Date:	September 2020
Subject Leader:	Mr. L. Smith
Date:	September 2020

Governor:	Mrs. S. Wigby-Ashurst
Date:	September 2020