



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 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:
<ul style="list-style-type: none"> • Achieved the Youth Sports Trust Silver School Games Award in July 2019. This award recognises the good quality provision of active and competitive sports in schools and in local competitions. • 100% of pupils have had the opportunity to represent the school in at least one competitive Level 2 or 3 activity within the academic year 2018-19. • 100% of pupils from Y2-6 have had the opportunity to represent the school at a Sports Partnership event. • The school has purchased quality resources for the pupils to use in lessons and has improved the outdoor provision to allow all weather activities. • The Sports Leadership Programme and use of Sports Leaders help to deliver sports and games activities during lunch breaks. • A range of inter-house competitions have been completed, run and organised by the Sports Leaders. • PE lead has been released to attend training and network meetings to share good practice. • 100% of Y6 children were able to swim 25m. • The celebration of PE and sporting success is embedded across school, with special assemblies to award trophies and an opportunity for the children to share their experiences. • 100% of children engage with Forest School. 	<ul style="list-style-type: none"> • To plan more enrichment activities to enhance the PE curriculum and further develop staff knowledge • Introduce new sports • To plan daily opportunities to engage in physical activities outside of PE/playtimes to promote our views on mental health and wellbeing. • Increase the range of after school clubs offered. • To reintroduce Bikeability and road safety awareness. • Monitoring the provision offered to ensure that we target times of the day when children are less active. • Monitor take up of extra-curricular sports activities and use the website, assemblies to promote participation in clubs and community sports events. • To monitor effectiveness of quality of teaching in PE. • To develop assessment and reporting of progress and attainment in PE. • Evidence the teaching and learning of Forest Schools to demonstrate cross curricular learning opportunities.

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?	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: 2019-20	Total fund allocated: £16620	Date Updated: September 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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Embed the Daily Mile/Skip2bfit/Box2bfit activities to ensure that all pupils have a minimum of 15 minutes additional activity per day (outside of PE and playtimes) to improve their overall fitness levels and wellbeing. Embed movements breaks during long periods of inactivity to help concentration and maintain our focus on develop good mental health and well being strategies. To develop the extra-curricular clubs on offer. 	<ul style="list-style-type: none"> Provide training for TAs/MSAs to support sporting activities at playtimes and lunchtimes. Launch Mindfulness by planning an enrichment week which promotes activities which the children can continue to use for the rest of the year. Eg Yoga, mindfulness walks, art and meditation etc Contact community groups to promote a range of different sports in school and rotate choices regularly. Encourage community groups to come into school to talk about sport and send relevant 	£190per workshop 1.5 days £280 per kit Total:£500 £1000 N/A	Children are now more active. All children in school are involved in daily purposeful movement breaks in addition to their timetabled 2 hours of PE. Children talk confidently about Mindfulness opportunities in school. Improved concentration in lessons. Greater awareness about the benefits of practicing mindfulness techniques. Increased pupil participation of a range of different sports.	Children will be able to take more ownership of setting themselves goals and targets to work towards to improve their health and fitness levels. The older children could run skipping and box2bfit sessions at playtimes and lunchtimes. Establish Mindfulness areas in/around school where the children can engage with activities. Introduce a new sport each term.

<ul style="list-style-type: none"> • Improve playtime and PE resources • Reintroduce Bikeability for Y5/6 pupils to focus on road safety • Sports leaders and SSC engaging and organising a range of sporting activities/events in school. • All children to access Forest School learning for a term and make links with other areas of the curriculum. • Structured calendar of non-competitive sports events to encourage the development of new skills, and improved confidence. • Planned inter-house tournaments run by PE lead and SSC each half term. • Employment of specialist PE Coaches to model good practice. 	<p>information to parents about what is on offer locally.</p> <ul style="list-style-type: none"> • Renew equipment and purchase appropriate kits for sporting events. • Book Bikeability to come into school to train the children on Bike and road safety. • Within HSSP membership and one member of staff to assist in a half termly meeting. • Employ a Forest Schools teacher to lead sessions. • Within HSSP membership • Cost of supply to release the PE lead each half term for an afternoon to manage the events. • Cost of PE coach. 	<p>£2000</p> <p>N/A</p> <p>Subject Leader time supply costs £360</p> <p>£75 per afternoon. Total:£3000</p> <p>£1300</p> <p>£600</p> <p>£6000</p>	<p>Good quality equipment and resources to deliver the curriculum effectively. Team identity for competitive events.</p> <p>Children in Year 5 and 6 can all ride their bikes safely and have been assessed by Bikeability standards.</p> <p>Engage more children and provide leadership opportunities for the children to lead and model good sporting disciplines. Improved behaviour and attendance and reduction of low - level disruption. Increased engagement.</p> <p>Positive attitudes to health and well-being. Development of a range of skills. Regular opportunities for children to engage with children in and from a range of different contexts. Promotes team ethos and sporting values. Children competing in a range of competitive sports regularly.</p> <p>High quality lessons taught by specialist coach. Children engaged and high level of skill.</p>	<p>Planned activities at playtimes/lunchtimes can make use of better equipment where the children can practise and improve skills.</p> <p>Ensure children have the opportunity to take part in the cycling events through HSSP and provide opportunities for cycling workshops in school. By giving children ownership of the Sports Crew, engagement with sport will increase and develop.</p> <p>Train a member of staff to work across the Federation to enable Forest School skills to be used in other areas of the curriculum at different times.</p> <p>Participation in regular sporting events creates a culture of sport and ongoing expectation.</p> <p>Modelling these events will enable the SSC to run and take the lead in running these events.</p> <p>Teachers are receiving continual training from the coach which is improving confidence and skills.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Celebration Collective Worship each week helps to raise the profile of PE and celebrate individual achievement. Create a Sports page on website to raise the profile and celebrate progress and attainment in PE. Invite visitors to help motivate and inspire the children. Continue to develop and enhance leadership, communication and organisation skills in young people using the School Sports Partnership Primary Leadership Academy Programme. The continued use of school games and YST awards to evaluate the sport and PE. Promote the School Games sporting Values across school: 	<ul style="list-style-type: none"> Timetabled to take place each week. Children bring in their sporting achievements to share and celebrate. 	N/A	Raises the profile and importance the school places on PE. Children are sharing experiences of a range of different sports both in and outside of school which is encouraging a greater awareness and participation in sports.	Ensure there is always time to share strengths and personal achievements. Encourage sporting role models to come into school to share their experiences.
	<ul style="list-style-type: none"> Regular updates about sporting opportunities and achievements. 	N/A	Embeds the sporting culture in the school and communicates the high profile of the subject to the parents and wider community. Children are inspired by the achievements of others and can learn about resilience and effort and sporting values.	Children increasingly take ownership by producing blogs and video diaries for publishing on the website. Continue to share the experiences of role models.
	<ul style="list-style-type: none"> Plan opportunities to enrich the curriculum by going out on visits or have visitors come in to speak to the children. 	£1000	Playground activities delivered at lunchtimes and playtimes by competent Playleaders. Pupil feedback and monitoring evidence shows improved communication, organisation and leadership skills.	Effective sports leaders to deliver sporting events in school.
	<ul style="list-style-type: none"> HSSP to provide leadership training to pupils. This will include leadership, communication and organisational skills training. 	HSSP costs	Improve the quality of provision over time.	By evaluating our PE we ensure high quality provision is in place and areas for development are highlighted and addressed.
	<ul style="list-style-type: none"> Within HSSP membership Within HSSP membership 	HSSP costs HSSP costs	Positive impact on the whole school- focus on these values across all curriculum subjects.	By embedding sporting values, we establish a positive sporting ethos underpinned by growth

<p>honesty, respect, teamwork, passion, self-belief and determination.</p> <ul style="list-style-type: none"> • Ensure all children are included in the provision and competitions offered to ensure they identify themselves as sporting members of our school. • Develop links with the wider community. <ul style="list-style-type: none"> • Ensure that through curriculum planning there are cross-curricular links so that children can make connections. 	<ul style="list-style-type: none"> • Use survey results to identify pupils who have not represented the school and facilitate their involvement. • Use surveys to find out about the types of sports which go on locally. Invite local groups to share their businesses with parents and perhaps provide demonstrations to the children. • Planned 'Deep dives'/ monitoring/planning meetings to ensure links are being made with PE. 	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>All children feel valued and have played an active role in representing the school and their team.</p> <p>Greater awareness of what is available locally to encourage children to be active outside of school.</p> <p>Children can talk about the impact of physical activity and make links with other areas of the curriculum eg science.</p>	<p>mindset.</p> <p>Continue to engage in School Games Competitions and make links with local small schools.</p> <p>Improved links with the local community.</p> <p>Children are more knowledgeable about PE and the effects on their bodies, health and well-being. They have increased vocabulary and confidence.</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:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Teachers work alongside sports teachers and coaches to improve their own practice and ensure high expectations in all aspects of PE. Subject leader training to develop skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity. 	<ul style="list-style-type: none"> Teachers to work with PE coach and shadow their practice. Training to be provided by PE Lead. Teachers to ensure that they can deliver high quality lessons/clubs. Use Sports Premium where appropriate to provide training. 	Release time £200 PE coach costs. £500	High quality lessons delivered confidently. Teacher subject knowledge increased. High quality lesson plans provided by PE specialist. Positive pupil and parent feedback.	REAL PE will improve the PE curriculum and offer a more diverse range of skills. Teachers mentored and receiving continual CPD which will ensure high quality lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: <ul style="list-style-type: none"> Offer a wider range of sporting activities in school and promote local community sports groups. Gather feedback from pupils to establish what impact PE provision is having and provide a platform for them to make suggestions. Access sports through HSSP which are currently not 	<ul style="list-style-type: none"> Identify local clubs in the area and offer a range of after school clubs for different ages. Children to complete surveys to gather data about their preferred choices, uptake of clubs and interests. Access alternative sports as 	N/A N/A HSSP costs	Children and parents know what is available locally. Sports provision is continually offered as an after-school club option. Planned provision based on data to improve quality of what is offered to ensure increased uptake of sports. New sports and opportunities introduced.	Greater awareness about what is on offer locally. Children are motivated and engaged by sports. Greater awareness of the types of sport on offer. Opportunities

<p>offered through school.</p> <ul style="list-style-type: none"> Plan enrichment opportunities eg mental health and wellbeing. Give the children the opportunity to develop their leadership skills via the SSP Primary Leader Programme. 	<p>taster sessions such as martial arts/ yoga/ curling.</p> <ul style="list-style-type: none"> Mindfulness week. Refer children to the programme. 	<p>Costs already recorded</p> <p>HSSP costs</p>	<p>Children talk confidently about Mindfulness opportunities in school. Improved concentration in lessons. Greater awareness about the benefits of practicing mindfulness techniques.</p> <p>Young Leaders are organising sporting events in school.</p>	<p>to learn a new skill.</p> <p>Establish Mindfulness areas in/around school where the children can engage with activities.</p> <p>Developing ambassadors for PE.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> Engage in Level 2 and 3 competitions as part of the Harrogate Small Schools Partnership. Run half termly inter-house competitions with 100% participation. Display progress with competitive sports to raise profile. 	<ul style="list-style-type: none"> Provide opportunities for pupils to represent school in competitive sports. PE lead to hold competitions in school. Ensure website and displays have current information and diary events. 	<p>HSSP Costs</p> <p>Release cover accounted for</p> <p>N/A</p>	<p>Year on year improvements on the % of pupils who have represented their school in competitive sports.</p> <p>School Games Mark achievements highlights engagements in sports.</p> <p>Greater awareness leads to improved uptake.</p>	<p>Complete survey annually to monitor % of pupils representing school and look for opportunities to improve.</p> <p>Ensure active participation of all children.</p> <p>Children are motivated and inspired by the achievements of others.</p>