



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.

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"> School Games Gold Award 2016-17, 2017-18, 2018-19, 2019-20 Regular participation in cluster school competitions Improved performances over time – medals and trophies won 'Wake Up, Shake Up' and Appleton Mile – daily activity Young Leaders – leading activities at playtime and lunchtime Expert coaches used for staff CPD – planning and lessons New sports equipment purchased High uptake of sports clubs Increased participation in Change 4 Life activities for less-engaged pupils PE Provision is judged to be at least good Through using Koboca, we can identify the least active pupils, enable student voice to influence extra-curricular provision, and ensure all pupils have the opportunity to represent our school in competition. | <ul style="list-style-type: none"> Provide more opportunities for intra school competitions Ensure there are opportunities for pupils to be physically active for at least 30 minutes per day Continue to target less active pupils through C4L Introduce alternative sports and activities such as Tchoukball, archery and kurling Further develop staff through CPD | | |
| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: | | |
| | 2018 | 2019 | 2020 |
| 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 % | 100 % | No swimming due to partial school closure from March 2020 |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 100 % | 88% | As above |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100 % | 76% | As above |
| 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: 2019-20 | | Total fund allocated: £16,650 | | Date Updated: September 2020 | |
|---|--|-------------------------------|--|---|--|
| 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: | |
| | | | | 12% | |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Continue to train Year 5/6 pupils in the delivery of ‘Wake Up Shake Up’. Ensure pupils have access to a range of sporting activities during lunchtimes and playtimes. | ‘Wake Up Shake Up’ and Young Leader Training. Apple subscription. | £410 | Playtime leaders are skilled in their delivery of sporting activities. Pupils access a range of sporting activities during lunchtimes and playtimes. | Invest in ‘Wake Up Shake Up’ and Young Leader Training annually. | |
| Continue to provide a range of physical and sporting activities at lunchtime, available for all pupils. | Weekly activities provided by specialist sports coach. | £550 | All pupils involved in physical activity during lunchtime. | Continue to invest in regular lunchtime physical activity opportunities for all pupils. | |
| Weekly After School Club sports provision, available for all pupils. | Provide a range of sporting and physical activities over the academic year which encourage high levels of participation. | £950 | All pupils have the opportunity to take part in sports clubs after school. | Continue to advertise and promote sports club in order to encourage high levels of participation. | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|--------------------|--|---|
| | | | | 39% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Maintain a wide variety of sports provision. | Broker expert coaching and weekly PE lessons from Swankie Sports. | £1200 | The profile of sport in school continues to be at a high level. Pupils access high quality sporting experiences. | Staff work alongside the sports coach to gain CPD which ensures sustainability. |
| Provide access to good quality sports resources. | Purchase PE equipment, resources and clothing based on the needs of the school. Ensure equipment and resources are maintained appropriately. | £5000 budgeted | PE and school sports resources ensure that high quality teaching and learning can be delivered. | Conduct a PE audit to establish necessary resources. |
| Celebrate the school's sporting achievements with the whole school community. | Display sporting events and achievements on the screen in the main entrance. Xibo subscription. | £30 | The sporting profile of the school is high and achievements are celebrated. | Update the display screen regularly to celebrate current achievements. |
| Use Koboca to record pupil participation of sporting events. | Set up school account and upload sporting information to Koboca. | £300 | Pupils take part in sporting events and their performances and achievements are recorded and celebrated. | Explore further opportunities through the Koboca website, i.e. pupil surveys. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|--|---|---|
| | | | | 7% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Maintain high quality PE teaching and learning across the school. | CPD through Swankie Sports – teachers shadow a sports expert in delivering high quality lessons. | £1000 | The quality of PE teaching across the school is at least good and outcomes for pupils are good or better. Teachers develop their planning and provision. | Staff have developed teaching strategies for a range of sporting activities. Continue to invest in CPD. |
| PE subject leader to access CPD through the Swaledale Alliance in order to cascade information to staff. Sporting provision will continue to be of a high quality. | Ensure the PE leader accesses termly meetings/CPD and shares information with staff. | CPD included in the school's Alliance Subscription. £100 supply cover. | Staff knowledge is good. Staff have the necessary skills to deliver an effective PE curriculum. | Continue to provide appropriate staff CPD. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 28% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provide opportunities to participate in different/new sporting activities. | Ensure a range of alternative sporting activities is available, i.e. Chance to Shine cricket and archery. | £500 | Pupils receive a wide range of sporting opportunities and take part in different/new activities. | Look for alternative activities which will engage pupils with different interests. |
| Provide weekly access to forest school for Reception and Year 1 pupils. Provide termly access to forest school to other year groups. | Use the local forest site to enhance forest school provision. | £3000 staffing £1000 to provide cover for Year 2 pupils | Alternative learning environments and skilled staff enable pupils to access high quality learning opportunities. Positive impact on health and wellbeing. | Continue to provide forest school activities and ensure staff are appropriately trained. |

| | | | | |
|--|---|---|---|--|
| Crucial Crew visit – pupils learn about health, wellbeing and safety in a range of scenarios. | Organise Year 5/6 Crucial Crew. | £150 | Pupils can apply their learning to real life situations. | Annual educational visit. |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 15% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provide opportunities for all pupils to participate in inter school competitions, coaching sessions and activity days. | DB Sports – School Games Provider. Regular competitive sporting activities in a range of disciplines for all ages. Cluster PE Events. | £1260 £1200 for staffing and transport | All children represent the school and compete in inter school competitions. Sport is high profile in the school. Pupils achieve well and this impacts on self-esteem. | School Games Gold Award. Continue to invest in high quality School Games provision. |
| Additional opportunities | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | |
| Participate in intra school sporting activities/competitions. | Organise internal sporting events, i.e. inter house competitions, Sports Day etc. | N/A | School sports are celebrated. Participation and achievement for all. | |
| Ensure that less active pupils are given opportunities to participate in sporting events. | ‘Change 4 Life’ club. A group of less engaged pupils will be chosen to represent the school in sporting events. | Included in cost of School Games Provider | Less engaged pupils and those who are disengaged with sport will take part in sporting events – increased self-esteem and teamwork. | |
| Retain the Sainsbury’s Gold Sports Mark. | Apply through the School Games Organiser. | N/A | Successful school sport is acknowledged and celebrated by the school community. | |

| | | | |
|--|---|---|---|
| Provide opportunities for all pupils to access school sport activities, regardless of ability. | Promote alternative sports such as dodgeball and tchoukball, and include all abilities. | Included in cost of School Games Provider | Increased pupil participation and improved positive attitudes towards health and wellbeing. |
|--|---|---|---|