

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

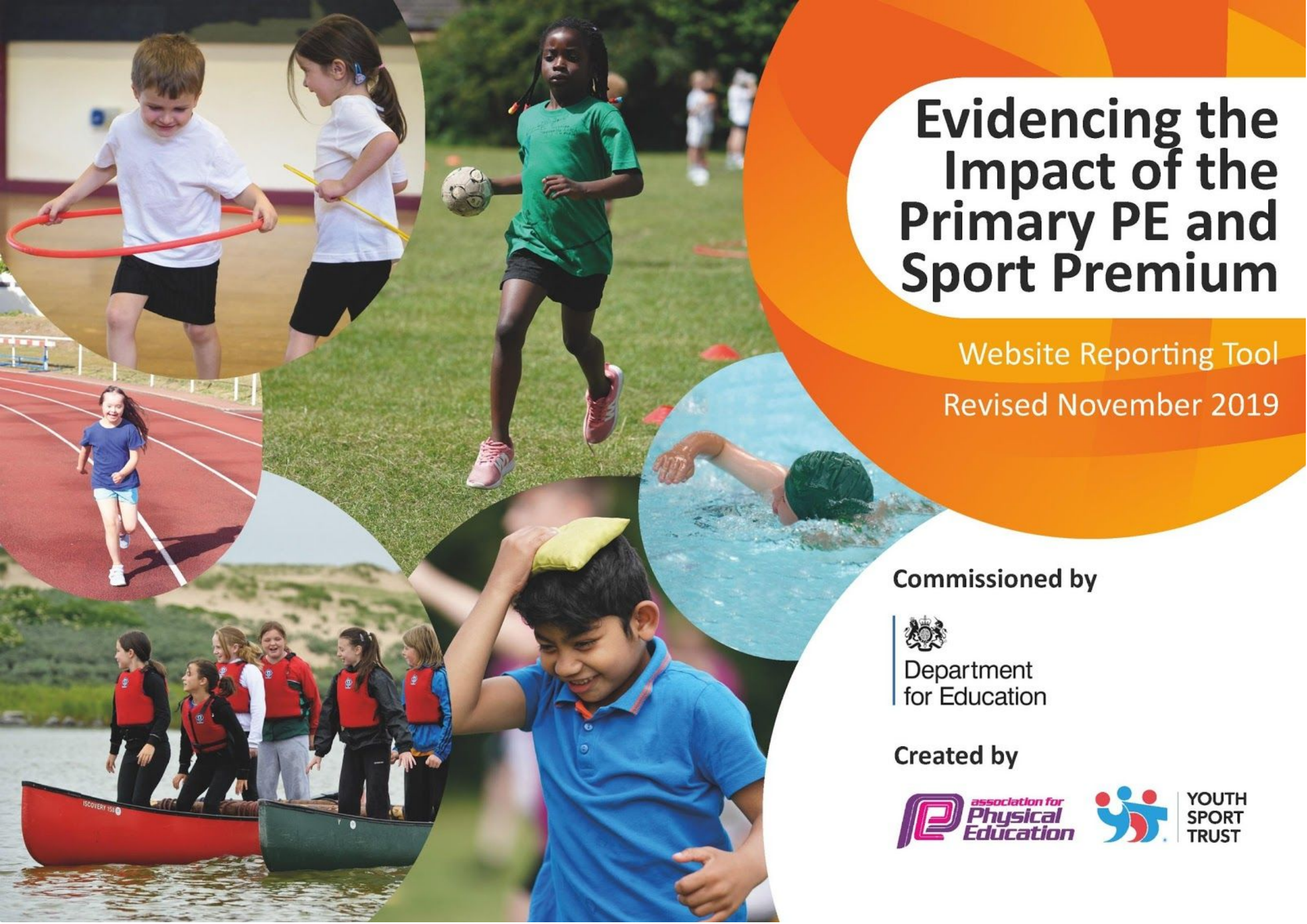


Department
for Education

Created by



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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>Through our partnership with York School Sports Network (YSSN) we receive 76 hours of mentoring for our teachers. This is delivered in school, using our equipment with our pupils ensuring new ideas are transferable to our schools setting. The PE Specialists train our year 5/6 pupils to become play leaders who help us provide an active playground and contribute to the 30 minutes physical activity per day target. We access Change 4 Life Clubs (targeting our least active children), after school clubs, and links to community clubs which are displayed on our PE notice board. All our pupils' access intra school competition, and over 40% of pupils have represented school this year in out of school competitions. We have access to over lots different sports competitions per year through YSSN many of which allow us to progress through to the School Games. We complete the School Games Mark every year and in 2019 we achieve gold mark. YSSN connects us to Governing Bodies such as ECB with Chance to Shine and the FA through the Girls FA schools programme. This allows us access to CPD and sporting opportunities.</p> <p>Through using Koboca, we have:</p> <ul style="list-style-type: none"> ● Identified the least active pupils ● Enabled student voice to influence extra-curricular provision ● Ensured all pupils have the opportunity to represent school in competition ● Identified the community clubs our pupils go too, to further enhance school club links. ● Identified which pupils need support in swimming. <p>Koboca allows us to specifically target groups of pupils who will benefit most, and provide activities and competitions in the most popular activities to engage the majority.</p> <p>School Sporting Clubs A wide range of clubs for pupils in all years to try new sports, develop skills and extended fitness.</p> <p>School Sports Competitions Increased amount of competitions entered with increasing success in many due to</p>	<p>Aim to progress our school games mark to receive the platinum award.</p> <p>Baseline evidence of need is collected through the Koboca survey every September and impact measured through an additional survey in the summer term.</p> <p>Ensuring that pupils from all groups are represented at Clubs is a year on year challenge.</p> <p>Increasing the numbers of pupils able to swim 25m and those able to swim beyond 25m in a range of stokes.</p> <p>Ensuring our pupils are active at playtimes and lunchtimes.</p> <p>Developing skills and participation to enter and progress through competitions to City and ultimately County finals.</p> <p>Aspirational target to introduce pupils to sports and then signpost pupils to clubs to represent City, County and Region.</p>

<p>high quality coaching. (Cross country and football)</p> <p>Active Playtimes New play equipment, improved playground leaders, explicit teaching of skipping skills and an introduction of our new lunch time activities.</p> <p>Active travel to school Data collected weekly starting Autumn Term. Maintaining previous year's success of increase from average of 62% to 83% with class highs at 96%.</p> <p>Sporting Enrichment Variety of sports clubs, playground leaders and a Sports Crew to be the voice of the pupils. Visits from PE specialists and professionals.</p> <p>Community Links Strong links with a variety of clubs including York City, York City Knights, Energise, York City Baths Club, Froggy Legs to sign post pupils to.</p>	
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Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

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: 2018/19	Total fund allocated: £	Date Updated:		
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:
				%
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:
<ul style="list-style-type: none"> - Continue to improve physical activity levels across the school, especially in our most inactive pupils. (Identified by class teachers from previous years assessment) - Continue to build on our extensive lunchtime and after school club provision for pupils to access their 30 minutes of physical activity per day. - Improve our playtime provision to encourage pupils being active. - Engage the least active pupils in meaningful activity and give them the confidence to move on to regular extra-curricular and community clubs to ensure lifelong participation. - Ensure maximum uptake of our wide range of extra-curricular clubs to engage as many pupils in 	<ul style="list-style-type: none"> - All pupils to complete kobocca survey to identify physical activity levels and activities they would like to try. - Utilize school PE specialists (YYSN) to deliver specific lunchtime and after school clubs to target the least active pupils. - Use survey results to identify the most popular time for clubs to reduce barriers for pupils to take part in physical activity. Actively encourage target group to engage in an extra-curricular clubs. Utilize PE specialists to deliver appropriate clubs at appropriate times. - PE specialists train year 6 pupils as playground leaders, allowing them to deliver safe, fun, adaptable, engaging games at break and 		<ul style="list-style-type: none"> - Assemblies from staff regarding personal successes and disappointments in sports. (Sharing their stories with pupils). - Using survey results sports clubs created based on pupil interest. Increase in pupil participation in breakfast, lunchtime and after school clubs. - Lessons encourage pupils to be as active as possible, sharing roles and responsibilities in the PE lessons which ensures less active pupils are engaged. - Playground leaders target less active pupils and create games which encourage them to be more active, this is under the supervision of the midday 	<ul style="list-style-type: none"> - Complete survey twice a year, autumn term and summer term. - Renew buy in with YYSN. - Offer refresher training to playground leaders, sports crew and midday supervisors. - Ensure staff are encouraging the roles within PE lessons to be shared out amongst the whole class (less active).

extracurricular clubs as possible.	lunchtime		supervisor and sports lead.	
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	
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:
<ul style="list-style-type: none"> - Ensure pupils are healthy and happy. - Develop pupil's social skills and facilitate their involvement in making a contribution to their community. - Develop and enhance leadership, communication and organisational skills in young people. - Build confidence and feeling of belonging to the school through ensuring all pupils represent the school in some form. - Continue to recognize achievement in sport and PE in whole school assemblies, via PE/sport notice board, school newsletters and twitter. 	<ul style="list-style-type: none"> - Target pupils through sports club to improve the health of young people. - Identify pupils from kobocca survey who are not members of community clubs and facilitate their transition to a community club, whether as a player or volunteer. Work with YSSN to link to community clubs such as York Athletics Club, York Knights, local cricket clubs, dance specialists and York Hockey Club. - Provide playground leader training/sports crew training to year 6 pupils each year. This will include leadership, communication and organisation skills training. Use current playground leaders to train new ones in summer term. - Use survey results to identify pupils who have not represented the school in the last year and facilitate their involvement in B/C teams or in inter school competitions. Speak with MAT or YSSN for connections. 		<ul style="list-style-type: none"> - Pupils bringing in certificates, trophies and pictures of successes and sports they participate in outside of school. - Celebrate on Twitter, encourage more to be involved through assemblies and sharing participation. - Achievements so far assemblies to further encourage participation and engagement in sport. - Planned Intra-School competitions and MAT competitions. - Improved attainment levels. - Improved participation levels. - Improved active playtimes through playground leaders and sports crew. 	<ul style="list-style-type: none"> - Enter School Games Competitions. - Enter MAT Competitions. - Create an additional PE display which celebrates pupil achievements, wall of fame for those achieving in sport outside of school. - Plan an intra-school competition where parents and guardians can attend and see what their pupils have learnt.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Improve the knowledge and skills of staff in teaching PE to ensure high quality PE lessons. - Improve the quality of delivery of key skills taught through sport by bringing in high quality coaches, while also accessing National Governing Body CPD mentoring such as Chance to Shine (cricket) and FA Skills (football). - Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity. - Develop the understanding and confidence to participate in range of sport and the fitness and coordination skills to enjoy and achieve in sport. 	<ul style="list-style-type: none"> - Identify staff needs through surveys. - Access YSSN mentoring for up to 6 teachers for 6 weeks each (36 hours of mentoring). Mentoring to take place with teacher's class with school resources. - Engage in projects such as Chance to Shine and FA skills programme to upskill teachers in delivery of key skills through sport. - Use data from top requested activities from survey to shape training for teachers to ensure high quality lessons and clubs are provided in activities that interest pupils. Ensure staff are confident to deliver activities requested by pupils. Use SP where appropriate to provide training. 		<ul style="list-style-type: none"> - Positive feedback from pupil voice. - High Quality PE lessons result in higher attainment and successes in lessons and competitions. - Increase in engagement and attitude to lessons through professional coaches and increased depth of coverage of the PE curriculum. - New long term plan, assessment guidelines and lesson planning have influenced positively on staff attitude and lesson quality. 	<ul style="list-style-type: none"> - Continue to embed the new long term plan, assessment guidelines and lesson planning. - Link with further sports companies in the area to help further develop our curriculum. - Increase staff involvement in running sports clubs.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Identify which activities pupils would like to try by year group, gender and least active groups. Ensure we are providing activities that will engage the most pupils as well as the least active. - Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school. - Access sports which are currently not offered through school. - Additional opportunities offered to children to provide new challenges, develop new skills and have access to specialist teaching and coaching and experience sports they would otherwise not be able to. - Children have access to suitable equipment to learn a range of sports effectively. 	<ul style="list-style-type: none"> - All pupils to complete survey to establish most popular sports. Top sports for each year group to be provided. - Top sports requested by least active group to be provided. (Utilise PE specialists and staff). - Monitor uptake of clubs and actively encourage pupils from the least active group to attend activities they have requested. - Identify local clubs in the area where pupils attend and promote clubs to offer a wide range of external opportunities. - Access alternative sports as taster sessions such as judo, ballet, dance. - Professional athletes attending school and telling their story to glory, the ups, downs and support they received. 		<ul style="list-style-type: none"> - An increase of 15% of pupils seeking further clubs outside of school because of their experiences within school. PE subject lead providing info on this to pupils and parents. - An increase of 20% of pupils trying new sports or activities, which they have never tried before. - Assemblies from local clubs and initiatives continuing to encourage further pupil participation. - New sports clubs offered (boccia, curling, badminton, etc) had high take-up with many pupils attending from key groups (PP, less-active, SEND). 	<ul style="list-style-type: none"> - Continue with YSSN buy in and support system. - Further professional athletes to visit to inspire our pupils. - Continue increasing pupils trying new sports. - Continue increasing level of pupils moving on to play sports in the local area.

Key indicator 5: Increased participation in competitive sport				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Ensure all pupils receive the opportunity to represent school in range of competitions. - Use coaches and PE specialists to prepare children more thoroughly for YSSN tournaments, with a view to more children representing the school at the North Yorkshire School Games level. - Organise more interschool events, outside the YSSN calendar, to prepare children for tournaments and widen participation levels. - Visitors in school during assembly or one off sessions to enrich the pupils' minds. 	<ul style="list-style-type: none"> - Provide pupils with the opportunity to access competition through YSSN tournaments, NY school games and MAT competitions. - Provide intra school competition for every child through the either PE lessons or PE specialist's time. - All pupils to complete survey to establish which pupils have not represented the school in sport. Work with these pupils to ensure they are given this opportunity if wanted. - Celebrate the achievements of individuals, groups and teams to raise confidence and a sense of pride - raising the profile of PE. - Twitter/Assemblies Staff and Visitors to tell their story in assemblies of their successes and journey in sport. 		<ul style="list-style-type: none"> - School Games Mark Gold received for the third year showing that competitions for A, B and C teams have been entered with high successes in all areas. - Reached 3 school games finals throughout the year with their stories/journey being shared in assemblies and through twitter. - Increased percentage of pupils wanting to play sports, represent the school and play against other schools. 	<ul style="list-style-type: none"> - Continue to find local links for pupils to continue sports in the local area. - Find further suppliers of sporting opportunities for pupils.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	