



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
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Created by



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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. We recommend regularly updating the table and publishing it on your website 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"> - 2015-2017 – Silver Sports Mark Award for delivery of school sport and for pupil participation in intra/inter-school activities. - Introduction of Forest School to deliver Outdoor Adventurous Activities and to teach the wider curriculum in context. - Extending swimming provision to all year groups with a programme designed to increase water-confidence before teaching of strokes. - Enhanced knowledge of staff and resources to deliver a wider range of sports, incl. accessible sports, dance & gymnastics. - Increased participation by introducing active clubs and new playground equipment (golf & walking) - Increased participation in sport for all (including SEND). - Intervention programme for pupils identified (by parents) as requiring extra PE tuition for a range of reasons (e.g. lack of participation, co-ordination, obesity, general fitness, gifted). 	<ul style="list-style-type: none"> - Find creative ways to spend increased funding in PE, whilst gauging the need for gaining ‘value for money’ and sustainability. - Further increase participation of the small amount of children with mobility issues by extension of provision, as well as awareness of other students without mobility issues. - Extend provision for competitive sport to more children, including girls and younger students. - Create intervention programme for pupils identified (by parents) as requiring extra PE tuition for a range of reasons (e.g. lack of participation, co-ordination, obesity, general fitness, gifted). - Ensure the sustainability of improvement by upskilling new staff.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	100%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	100%

What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	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 (Extend provision to KS1)

Total allocation: £16,554

Intended spend (based on this plan): £12,235

Total Spend (as of 28th July 2020): £8,324*

*As a smaller school, we receive the same amount of funding as other schools, however, this can equate to as much as £313 per pupil. This school will use the funding ambitiously but never for the sake of using it.

*There has also been a significant underspend in this year due to COVID-19 restrictions compared to that detailed below.

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: £16,554		Date Updated: 28/07/2020	
<p>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</p>					
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"> - Increase participation/awareness (staff's and pupils') of small amount of students with mobility issues. - Increase resources to allow pupils to access a wider range of accessible sports. - Increase/improve participation and physical education of least able/active pupils. 	<ul style="list-style-type: none"> - Use charity 'Go-Kids-Go' to deliver wheelchair awareness session to pupils & staff, allowing all participants to have a go at playing wheelchair sport. - Use York Sharks Wheelchair Basketball Team to deliver wheelchair basketball sessions to pupils. - Buy sports wheelchair to allow all pupils (wheelchair users and non-wheelchair users) to access wheelchair sport (in/out of school). - Purchase accessible-sport equipment for PE sessions, clubs and playground (e.g. Boccia, Kurling, Wheelchair Basketball) - Use qualified dance teacher to run PE sessions for staff CPD and student improvement. - Use Dance teacher for club. 	<ul style="list-style-type: none"> £300 (staff training) Use of charity demonstrates value for money. £936 (2x chairs) (incl. VAT discount) £709.02 £1440 	<ul style="list-style-type: none"> - Increased pupil/staff awareness. - Wheelchair-users allowed to feel 'successful' and be the best at an active activity. - Increased engagement participation of wheelchair users in/out of PE sessions and school. - Increased knowledge/skills of all pupils. 10% of Sports Club sessions delivered an accessible sport. All sessions accessible, demonstrated by 100% of wheelchair users accessing the club. - Measured qualitatively, however school will look at putting this quantitative where possible. 	<ul style="list-style-type: none"> Periodic repeat of training to maintain awareness. Access opportunities in/out of school to develop participation in these sports and celebrate in school newsletter. As above. Develop inter-school competition for wheelchair-users. Effects are measured more qualitatively. 12 pupils undertook 2 sessions per week on a range of foci, increasing confidence, self-image and resiliency (based on verbal feedback). Look at using sessions with parents instead, to promote healthy lifestyles for the whole family, including advice on diet. 	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14.96%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase pupil motivation/pride to play inter-school sport by purchasing new kit in larger sizes (larger students) in smaller sizes (younger students and for girls (some who are the least active).	Purchase kit in relative sizes Purchase staff kit with embroidered school logo	£947.09	Increased participation in inter-school sport. 70% of pupils represented school, compared to 50% in previous year. 75% of teachers attended fixtures, compared to 50% in previous year.	Offer even more sporting opportunities to allow students to benefit from this, thus increasing motivation/participation. Celebrate these with school display/newsletter (started this).
Role- model – use local sporting personalities, so pupils can identify with success and aspire to be a local sporting hero.	Use companies that have a list of local sporting heroes.	N/A	To be completed.	To be completed during Summer 2019
Maintain and improve Forest School provision, in order to provide Outdoor Adventurous Activities and enhance, and provide context for, the rest of the curriculum (tool for whole school improvement).	Upskill teachers, incl. training all teachers as Forest School leaders (if not already). Upskills Early Years teacher to become a Level 3 qualified instructor.	£1200 (incl. supply cover) 658.66 (Course cost) Bootwiper - £290	Increased perseverance, teamwork, resiliency as a result of sessions. Enhanced wider curriculum in context. Increased staff confidence to deliver Forest School curriculum.	Upskill wider staff team (part-time staff or teaching assistants) Network with other Forest School providers to look at (and share) good practice.
Purchase reading material that is sport-related.	Purchase fiction and non-fiction texts, as well as sports magazines.	£200 (subscription)	To be assessed – introduced March '19 (Following World Book Day)	Monitor impact.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17.29%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Qualify all teachers in Forest Schools (see above)	(see above)	N/A (above)	See above.	
Maths of the Day training for Maths subject leader, to investigate possible impact upon PE, active maths.	Attend NYCC training	£225 (incl. supply cost)	TBC	
Observing of qualified coaches in order to develop knowledge/skills in a range of sports.	Buy-in qualified coaches (evidenced elsewhere)	Bootcamp coach: £360 Cricket coach: £150 Dance Teacher: TBC	Increased range of sports being taught confidently in PE sessions and Sport Club	Look for training opportunities/accreditation to increase confidence/knowledge. Look for more 'unusual' sport coaches.
Purchase basic skills resources for PE/sport activities, to support teachers with planning and delivering effective PE sessions.	Purchase TOPs cards and Start to Move resource for Early Years Baseline students using skills grids – use these to demonstrate progression.	£548	Increased range/quality of sports and PE sessions taught – monitored by PE subject leader *measure progress by each teacher	Sharing of good practice and look at how these resources can be adapted.
Allocating trained staff to deliver high quality PE provision	Staffing cost	£1765.20		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12.86%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue golf club and increase motivation to take up sport by providing first golf set (with opportunity to buy at end of the year)	Golf tuition from professional coach. Purchase golf starter kits	£750	(% attending)	Celebrate successes in golf, at club and out of school for those taking up the sport as a result of sessions.
Increase provision in sports not previously taught/equipped	Purchase equipment for: Kurling, badminton, gymnastics pack, playground goal and equipment trolley	£919.40	Range of sports being taught has increased – badminton and kurling well-established.	Look for inter/intra-school fixtures in these sports.
Bootcamp sessions to work on general fitness and movement skills.	(see above)	(see above)	(see above)	Extend provision to younger students.
Continue to extend swimming provision to a rural school to all pupils, including youngest and disabled.	Transport to swimming, including accessible transport.	(TBC)	(See above impact on % of pupils water-confident and able to swim with a range of strokes and perform self-rescue)	Use other water-safety/confidence events/facilities – e.g. Wykeham Lakes/AquaPark
Allow pupils access to sport in dark/winter months	Hit the Surf sessions/transport Hire of Village Hall Hire of nearby school's (Brompton Hall) Floodlit all-weather pitch	£597.50	100% (90% in previous year) of sessions taking place during winter months with 96% of students attending regularly (92% in previous year)	Target 100% of students attending 100% of the time (aspirational target)
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Ensure safe transport to a range of sporting events	Transport to Beach cricket competition	£90		
Subscribe to local sports association	Subscription	£150		
Purchase new kit in appropriate sizes to encourage participation for all	(see above)			

Highlighted text represents incomplete actions or those actions requiring future information/assessment

Balance to be assigned to following:

- Allocation of budget to trained staff delivering PE sessions
- Use of new modern technology to support to delivery/recording/assessment of PE (iPads/tablets/apps)