

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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>Achieving the Sports Mark Gold Award</p> <p>Daily extra-curricular sports clubs offered</p> <p>All pupils throughout the school offered the chance to participate in a competitive sport.</p> <p>The majority of KS2 children participate in a competitive event</p> <p>Increased rate of Year 6 pupils leaving school meeting all swimming targets</p>	<p>Pupil Voice for PE provision involving pupils, staff and governors.</p> <p>PE vision to feed into School Improvement Plan</p> <p>Review and embed PE tracking system with Koboca & Golden Mile Challenge</p>

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>	87.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87.5%
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?	<p>Yes, individuals identified Dec 2019</p> <p>Provision set up for Easter Holidays 2020</p> <p><i>Unable to do so due to Co-vid19</i></p>

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: 2019/20		Total fund allocated: £16740 (Planned expenditure £15419 actual spend £5945 <i>due to Co-vid</i>)		Date Updated: 8.7.20	
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: 49%
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?:	
<p>Raise awareness of daily activity levels of all children and promote to reduce levels of sedentary activity. Children know there is a target of achieving a minimum of 30 minutes activity each day.</p> <p>Physical activities are embedded into teaching and learning as part of school's offer of a broad, balanced and active curriculum enabling a wider impact and whole school approach to engage all pupils in regular physical activity.</p>		<p>Use of individual fitness trackers to promote self-awareness. Wake Up Shake Up/Sticky Kids morning activity in school. Golden Mile – termly assessment of fitness carried out by SCSS</p> <p>Staff to monitor less active children and through conversations, encouraging participation so that they are engaged in achieving a minimum of 30 minutes daily activity.</p>		<p>£267</p> <p>Posters displayed around school and resources available for children to remind them of being active during school time.</p> <p>Children can 'run off steam' enabling them to settle back into class and therefore have good behaviour for learning.</p> <p>Timetabled daily pupil led games by Junior Leaders encourages</p>	
				<p>Arrange Staff training for Koboca to allow them to see the full extend of its uses and the best way to achieve maximum benefit.</p> <p>Enrol children in Y5 on the Playleaders Award scheme to</p>	

	<p>Junior Leaders and MSAs to lead games at lunchtime and breaktimes. Junior Leaders receive training from external coach (lunchtime). Purchase new playground resources to inspire and encourage.</p> <p>Staff and sports coach continue to provide daily extra-curricular clubs</p> <p>Book external provider to deliver dance or other activity linked to curriculum topic,</p> <p>Install interactive panels in KS1 Byland and KS2 Rievaulx to deliver effective active lessons through online platforms and activities.</p> <p>Forest Schools to continue as part of school's offer of a broad, balanced and active curriculum – forest schoolteacher to model quality outdoor lessons to all staff.</p>	<p>£280</p> <p><u>(£130 cancelled due to Co-Vid 19)</u></p> <p><u>£400 - cancelled due to Co-Vid 19</u></p> <p><u>£5200 Postponed installation to Autumn 2020 due to Co-Vid 19</u></p> <p>£2000</p>	<p>greater peer participation.</p> <p>A range of sports clubs available to all year groups for at least one term. All children have opportunity to participate in a sport club.</p> <p>Teachers can quickly and easily provide quality online active lessons as part of daily physical activities. Quality activities encourages greater response from pupils to participate. participation from pupils. Daily Joe Wickes PE, dance etc has been provided to pupils who have been able to access school during Co-Vid 19.</p> <p>Forest schools are timetabled as part of active lessons. All staff continue to learn new skills and gain confidence. Children learn new skills outdoors and can apply curricular knowledge during their learning. Encourages pupils to</p>	<p>train them as Playleaders. Repeat each year to ensure continuation of pupil led activities.</p> <p>Activities continue to be offered as part of school's extra-curricular activity programme. Refer to Koboca results to ascertain pupil opinion on clubs to offer.</p> <p>Install interactive panels in KS1 & KS2 classrooms ensuring that all teachers have the resources available on a daily basis.</p> <p>Extend forest schools remit to incorporate English and Maths outdoor lessons.</p> <p>Consider training member of staff as forest school teacher to</p>
--	---	---	---	--

	Cricket Coaching for all year groups provided by Yorkshire Cricket Association	£150	further develop social skills through peer to peer mentoring. Promotes mental health wellbeing.	continue mentoring across school.
--	--	------	---	-----------------------------------

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation: 11%

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:
<p>The School's Growth Mindset philosophy is applied to physical and sporting activity. Pupils learn to be resilient in all areas of school life.</p> <p>The School Games Values link to the School Values enabling children to know that the virtues of sport can be linked to learning for improved outcomes.</p> <p>Benefits of health & wellbeing are incorporated into the School Games</p>	<p>The School Games Values continue to be intrinsically linked to the Schools Values and are incorporated into the pupil's merit system.</p> <p>Raise pupil's mental wellbeing awareness. Teaching Assistant trained and employed to support pupils mental wellbeing.</p>	<p>£1500 <u>£200</u> <u>underspend due to Covid</u></p>	<p>Merit cards include school games values and School Values. School games values embedded and growth mindset applied to their learning. Children know what they are.</p> <p>Pupils participated in Mental Health Week activities and workshops. They learnt importance of making healthy lifestyle choices, coping strategies for mental health problems and where and who to look to for further help.</p>	<p>Schools Games Values are linked with Schools Values as the growth mindset. This will continue as it is embedded into the school's culture.</p> <p>Continue with School Games and Health & Wellbeing week to continue promoting how they are linked into adopting a whole approach to adopting a healthy lifestyle.</p> <p>Re-establish working party to develop PE Vision.</p>

<p>Values to promote healthy lifestyle choices and mental wellbeing. Achievements are celebrated.</p> <p>Enrol on NYCC Healthy School programme.</p>	<p>Include Schools Games, Health & Wellbeing week into school calendar. Order trophies and rewards, invite families for celebration assembly. Timetable staff release to plan and organise events.</p> <p>SLT attend training. (November 2019)</p> <p>Whole school approach</p> <p>Establish working party to develop PE vision - include pupils, staff and governors. Timetable release time for staff member involvement.</p>	<p>£250 - cancelled due to Co-Vid 19</p> <p>£250 - postponed due to Co-Vid19</p>	<p>2019-20 focus. Active lifestyles and Emotional Health and Wellbeing. Award June 2020.</p>	<p>Pupil survey to feed into PE vision and completed on an annual basis for review.</p> <p>Active lifestyles and Emotional Health and Wellbeing embedded in school culture across the curriculum. AfPE video of case studies to be shared with teachers to highlight positive impact PESSPA has on school improvement.</p> <p>Book inspirational 'sportsperson' to talk to children about their achievements. Link to a topic being studied by pupils</p>
--	---	--	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
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:
School sports coach is used to develop staff skills and confidence.	Renew contract with PE sports coach, one day per week. Sports coach to continue to model quality PE provision to staff. Sports coach tracks children's skills progression in accordance with requirements of national curriculum and identifies gaps.	£3500 <u>£200 underspend due to Covid</u>	External Sports Coach able to model social distancing PE lessons to staff. Pupils still able to access quality PE lessons within social distancing guidelines	Draw up a pupil survey that will include questions on PE lessons allowing the pupils to help map future provision. Complete self-review tools for PE and Physical Activity and Coaching in Primary Schools. Use the outcome to determine effective use of sports coach provision.
Staff observe sports coach during PE lessons to gain skills for delivering effective PE.	Skills gaps shared by staff with pupils. Pupils encouraged to apply growth mindset philosophy during PE lessons to better allow them to make progress.		Staff have a greater awareness of pupil's progress and abilities. reducing skills gaps. Tracking pupil progress of PE has now started. <u>Feedback</u> to pupils by teachers did not take place during spring or summer terms due to Co-vid 19.	Establish robust assessment of pupils abilities to track if children are reaching their developmental stages of PE as the academic year progresses
Quality PE lesson plans are available to ensure National Curriculum is fully covered and all pupils make progress to allow them to participate in a wide variety of activities.	Sports coach to make PE lesson plans available for staff to use for continued quality of lessons and ensure any skills gaps are closed.		Lesson plans available for all staff to access to enable continued quality PE lessons for pupils.	Sports coach to observe teachers delivering PE lessons and establish CPD needs. Feedback to be given. Staff to be release from class for feedback. Staff to continue to access

	Staff signposted to NY Sports website for CPD opportunities.		Staff know where to find CPD resources to help upskill them for effective PE delivery.	NYSports website for further CPD opportunities.
	Audit of PE equipment and replenish stock as required to enable quality PE provision.	£150	Good quality PE resources allows staff to deliver a range of sports and children are able to make progress as they are using quality PE equipment.	Rolling programme of replacement PE equipment to enable quality PE lessons to continue.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
7%

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:
Additional achievements: School to provide opportunities to offer pupils sports and activities usually inaccessible to them. Children know of a broad range of physical activities and not just the mainstream sports.	A range of extra-curricular activities and sports are offered to all children. Children in KS2 to access at least one new sport/activity: Ice skating 2019	£135.00	All children have opportunity to access a sports club as part of School's extra-curricular offer. Y5 and Y6 children given opportunity to try ice skating – 60% of children had never ice skated before.	Continue with extra-curricular sports clubs. Pupil survey to include question on what activities pupils would like to be offered at the school thereby permitting a broad range of physical activities to be offered. Giving a choice of activities will encourage greater participation. Consider bi-annual visit to ice skating park so that all children have opportunity to try the

<p>Schools to maintain its ambitious intention of giving children the opportunity to participate in at least one new physical activity and/or sport.</p>	<p>Year 5 and 6 residential trip to East Barnby – incorporate kayaking, surfing. Subsidise cost of trip by paying for transport to help all families with high costs involved. Ensure adequate staffing. Booked for June (cancelled due to CoVid)</p> <p>Book a new activity by an outside provider during school sport week to give all pupils opportunity to try an alternative physical activity.</p>	<p><u>£700 - cancelled due to Co-Vid 19</u></p> <p><u>£280 - cancelled due to Co-Vid 19</u></p>		<p>sport by the time they leave primary school</p> <p>Bikeability for Y5/6 pupils to encourage safer cycling. Consider training a staff member to train for future bikeability courses.</p> <p>Continue links with Prime Time.</p> <p>Continue to provide a new physical activity accessible to all children during sports week.</p>
--	--	---	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
<p>Participate in the Cluster Sports programme.</p> <p>Seek out and maintain wider sporting opportunities outside of normal school</p>	<p>Buy into the Cluster PE co-Ordinator scheme enabling participation in cluster sporting events, eg cross country, hockey, football etc. Make transport available to encourage greater participation – aim for more than 90% of all KS2 children to participate in a competitive sport.</p> <p>Plan sporting events with Federation school to help give children confidence to try a competitive sport in a familiar surrounding.</p> <p>Promote local sports clubs, eg Holiday Multi Sport/Fitness/Cricket, Thirsk Swim Club</p>	<p>£1260</p> <p>£800 <u>£300</u> <u>underspend due to Covid</u></p> <p><u>£100 - cancelled due to Co-Vid</u></p> <p>No charge</p>	<p>Children given opportunity to try their skills at competition level and not just with their peers. They can also apply their growth mindset philosophy in trying a new sport.</p> <p>92% KS2 pupils participated in a competitive sport (<u>Co-vid 19 prevented further opportunities</u>).</p> <p>Promoting local sports clubs enables pupils to continue to participate in sports out of school and gives access to a wider range of sports not always offered at school</p>	<p>Continue to participate in cluster sports events with local schools. As this has been embedded for several years, it will continue.</p> <p>Promote external sports provision and events to encourage family participation in a physical activity outside school hours to promote continued activity as part of home life as well as school life.</p>

Signed off by	
Head Teacher:	Fiona Bennett
Date:	22.07.20
Subject Leader:	Katie Tyrka (Finance Louise Waite)
Date:	21.07.20
Governor:	Judith Walburn
Date:	24.07.20