

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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:
One member of staff has completed the level 5 PE specialist qualification and has been able to pass advice on and create resources for others.	Further develop opportunities for intra school sports and the range of extra curricular activities available
All children receive a minimum of 2 hours timetabled PE lessons per week.	To improve levels of activity within the school day
Children have had a wider range of lessons and experiences eg wrestling, forest schools, girls' football delivered by specialists.	Increase parental awareness of the importance of active lifestyles in order to further impact on pupils' health
Active Lunch time and after school clubs support most children to gain 30 minutes of daily exercise in addition to PE lessons	

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.	26/29 (90%)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	22/30 (73%)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	16/29 (55%)

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 – but have raised profile of swimming across school via LA swimming service eg assemblies, talk to parents

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: 2018/19	Total fund allocated: £17,000	Date Updated: July 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: 32%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to develop and embed the amount of physical activity of pupils within and beyond the school day to increase pupils' exposure to the amount of physical activity throughout the day so all children receive 30 minutes physical activity a day	PE leader to incorporate into her PE action plan - specific activities for physical activity throughout the day for each key stage - alternative activities for pupils to experience within curriculum time eg taekwondo, archery, forest schools Ensure pupils from all year groups have the opportunity to engage in physical activity with a sports coach at lunchtimes and break Ensure affordable sports clubs available for pupils after school at least four times a week Increased PE provision in Early Years to introduce children to an active lifestyle and develop an early love of PE	£2,000 See also costs in KI4 £2, 095 Contribution of £780 for sports coach and £900 equipment	Children receive regular and varied PE provision. Children are proactive in developing their own and their peers' sporting skills. Children have chance to participate in sport beyond the school day. Pupils develop good habits for a healthy lifestyle early on Improved outcomes in the PD section of the EY profile.	Two hours PE teaching weekly embedded across school as a minimum. Specific physical activities to meet the 30-30 requirement now embedded into KS1 practice with all adults confident to deliver this. Practice in KS2 continues to strengthen with the sourcing of more appropriate resources. Next step will be for PE leader to monitor practice and work alongside colleagues to develop KS2 opportunities further. Children across whole school have had experience of taekwondo, By introducing Y2 to forest schools three year groups are benefitting and this can be sustained throughout the Y2s' journey across KS2. Also staff expertise has spread and teachers are using this to

			<p>develop cross curricular outdoor learning eg in Science, art and writing.</p> <p>Y1's cycling lessons in summer term resulted in all pupils able to competently ride bikes with pedals – this has encouraged parents to go on family rides at home ie an active life style.</p> <p>Nursery and Reception enjoyed weekly sessions led by the sports coach. This impacted positively on EYP outcomes in Physical Development which were above national – 84% Of pupils achieved the expected standard and 25% achieved exceeding. Fine motor skills also improved and pupils were more physically ready for KS1 PE and aware of healthy lifestyles.</p> <p>Next steps: Biking opportunity will be repeated if available. Source further sporting experiences.</p> <p>All pupils timetabled for time with the sports coach which was taken up by the vast majority of pupils–children actively sought this out. Feedback overwhelmingly positive.</p> <p>Sports clubs offered for 50p a session 4 times a week with sports coach plus a girls football club and a Zumba club, In term</p>
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				1 clubs were oversubscribed but in subsequent terms the ks2 ones became less popular. As a result a questionnaire has been sent out to try to meet need – parents all very positive about the clubs from 18-19 (see analysis of questionnaire). Next steps: feedback demonstrated parents were happy with the selection of sports clubs offered and quality of provision. Also parental interest expressed by EYs parents demonstrates need from the earliest age which will encourage healthy lifestyles to be adopted immediately .
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils’ sporting achievements and expose to competitive sports in all phases to be celebrated and high profile communicate how we promote healthy lifestyles and encourage out of school physical activity to parents through whole school Inspire sessions Engage parents in physical activity and school competitions and tournaments	PE noticeboards in KS1 and KS2 to inform pupils of sporting fixtures and to celebrate participation inside and outside of school Whole school display of the progression of skills across the school each half term. Tweet photos and results to parents following tournaments Conduct regular assemblies around sporting themes, including celebrations of current sporting events and achievements and sporting visitors.	£100 contribution	Monitor pupil engagement in physical activity Seek feedback from parents	Noticeboard in KS1 celebrated pupils’ sporting achievements outside of school. This raised the profile of a range of sports alongside special assemblies to showcase personal performances and medals/trophies won. In KS2 one noticeboard informed pupils of sporting fixtures and celebrated successes in tournaments. Skills progression information was also displayed every half term

	<p>Reward assemblies in which pupils are awarded certificates, trophies and medals following school tournaments</p> <p>Invite parents to Inspire sporting sessions to participate in physical activities and share school initiatives</p> <p>Work towards achieving the Sports Award</p>	<p>£300</p>		<p>but this was more successful for some elements of PE than others eg ball skills, gymnastics.</p> <p>All sporting achievements in tournaments were tweeted but only a limited number of parents continue to access this. Inspire sessions for parents y1-6 took place in July. Feedback from parents who attended was very positive. (105 across school). All parents in Early Years attended the Summer obstacle course??</p> <p>Next steps: The PE Leader to explore and lead implementation of action plan for the school to achieve the bronze schools' games mark.</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:
				43%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Appoint a sports coach directly who will deliver CPD to staff, plan and run after school clubs and develop participation of pupils in lunchtime sporting activities across all phases in order to achieve greater consistency across the school.</p> <p>PE leader to achieve level 6 sports specialist qualification.</p>	<p>PE Leader to achieve 'level 6 Primary Specialism in PE ' to further strengthen her own skills and expertise and enable her to further upskill colleagues in school</p> <p>Sports coach to work alongside each teacher to deliver a weekly PE lesson and then the teacher to follow up in the subsequent session.</p> <p>PE leader and SLT to conduct lesson observations and feedback to staff in order to develop staff confidence and skills in the delivery of PE</p> <p>PE leader to attend PE network meetings termly within the MAT and share messages and expertise with the wider staff</p> <p>Conduct CPD evenings for teachers in which teachers develop in specific areas of PE</p>	<p>£500</p> <p>Contribution of 12 hours from £14, 548 for 271/2 hrs salary (=£6,390)</p> <p>£300</p> <p>£144</p> <p>£600</p>	<p>All teaching staff able to plan and teach good quality PE sessions independently (see planning, monitoring records).</p> <p>Improved learning outcomes and skills development for children in PE and the wider curriculum.</p> <p>Greater consistency and progression of skills throughout school</p>	<p>PE leader achieved level 6 and has led CPD for staff throughout the year . Her expertise has had a positive impact across school with all teachers confident to deliver all aspects of the PE curriculum and most now more confident to plan for each element. Monitoring evidence demonstrates that the progression of skills across school especially in ball skills and games and gymnastics is improving. There is also greater consistency in the teaching including eg setting out PE equipment. As a result pupil outcomes are improved on last year (see assessment records)</p> <p>Next steps: induction of new staff to ensure they are confident and knowledgeable in teaching PE and sport Continue to refine progression of skills across phases in line with new one year programme</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure a wider range of extra curricular sporting opportunities are offered to all pupils</p> <p>To continue development of Forest schools</p>	<p>Sports coach to organize a range of activities each lunchtime for pupils across school</p> <p>Subsidise the running of after school sporting clubs every night and target specific pupils to attend</p> <p>Continue to run girls' football club after school</p> <p>Sports coach to refresh training for LTS on encouraging pupils to be physically active</p> <p>School staff deployed over lunchtime to engage children in PE, sport and other physical activities.</p>	<p>£2,340</p> <p>See KI 1</p> <p>£200 staff time</p> <p>£100 contribution</p>	<p>Database of activities offered and attendance</p> <p>Pupil conferencing to gather any changed perceptions of PE and sports and to measure improvements in participation and engagement</p>	<p>Range of lunchtime activities offered to a different year group each day – take up over 75% of each cohort except year 5 where the small cohort of girls were reluctant to participate.</p> <p>After school sporting clubs for both key stages over subscribed in term 1. Full to capacity for ks1 clubs in T2 & 3 but attendance for ks2 dropped to around 50% on average. Questionnaire was sent to gauge future interest and provision required for autumn term.</p> <p>Attendance at girls football was also over subscribed initially but dropped to around 70%.</p> <p>Next steps: to offer after school sporting activities to Reception aged children. To investigate pupil premium children's needs and wants.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>To offer a range of opportunities to participate in local and district sporting events and signpost children to other clubs/organisations</p> <p>Repeat the MAT and pyramid competitive fixtures set up last year to allow pupils in KS1 to develop confidence and implement skills they have learnt in different environments.</p> <p>Attend and contribute to termly events organised by the local high school.</p>	<p>Buy the bespoke SLA from Castleford Academy to enable participation in all the local and district sports competition</p> <p>Fund transport to be able to participate in sports tournaments within the pyramid and wider district</p> <p>Fund staffing and transport to be able to participate in the MAT joint sporting event in summer 2018</p>	<p>£700</p> <p>£400 towards</p> <p>£530</p>	<p>Children have experience of competing against other children/teams (evidence of impact through pupil conferencing)</p> <p>Register of pupils attending and pupil feedback from the events</p> <p>Build competition, sporting behaviours and a chance to perform at venues on a large scale.</p> <p>Children who represent the school, are invited to the end of year sporting celebration at Castleford Academy –monitor number of attendees & collect feedback</p> <p>Children learn to deal with, the emotions linked to winning and losing</p>	<p>66/207 children from reception to year 6 took part in the local and district sports competitions through Castleford Academy. Team performance in pyramid demonstrated improved skills (see results table) and feedback from pupil conferencing showed all pupils keen to participate in training and tournaments.</p> <p>All KS1 pupils attended MAT sports event – one of our teams gained first place overall indicating strength of teaching and enjoyment of competitive sports.</p> <p>Next steps: implement MAT tournament for Y4 and 5 in autumn term.</p>
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