



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 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:
• After school clubs delivered by an outside provider. • Lunchtime clubs delivered 3x per week by an outside provider working alongside lunchtime supervisors. • Outside provider working alongside a PE specialist teaching assistant. • Use of pupil voice/leadership team to give thoughts and opinions on PE delivery, provision, clubs and additional opportunities. • Use of 'Girls on the Run' to engage girls in PE and sport and to provide staff with a CPD session based on female inclusion.	• To achieve a school games mark. • To organise intra house games and festivals to increase participation in school sport.

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.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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

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: £17,760	Date Updated: 14th 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:
				87%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- Employment of an outside provider who delivered curriculum lessons, after school clubs and lunchtime clubs to engage pupils in a wider range of activities and sports. - Specialist teaching assistant supported PE sessions and worked alongside the outside provider.	- ACES Education deliver lunchtime activities for specific year groups on the days: Wednesday, Year 1&2, Thursday, Year 3&4, Friday, Year 5&6, this resulting in more students taking part in organised activity, as well as encouraging girls to be more physically active. - Additional PE opportunities offered to children from KS1 and from KS2 to take part in regular exercise in 6 different sports/ activities so a different sport every half term. - Joint/team working undertaken in order to build knowledge and confidence.	£12,000 for all ACES provision. £3,500	(See Appendix) for comments from lead at lunchtime and a register on number of children that lunchtime clubs. On average 60 children from year 1-6 are engaged in football clubs, resulting in 2280 opportunities offered over the 38 week academic year. 6 different sports/ activities delivered to children over 29 weeks, allowing children opportunities to explore various activities. This allowing children the possibility of 29 hours of extra activity over the year. (See appendix) for comments. - As a result of the specialist teaching assistant's improvement in confidence, children felt better prepared for competitive festivals and made excellent progress within the curriculum.	- The subject leader will observe the lunchtime clubs and after school clubs. - The new outside provider will deliver lunchtime clubs and after school clubs 3x per week during the Autumn term. - The new outside provider will work alongside lunchtime supervisors and sports leaders (Y6 pupils) to prepare them for delivering their own activities. - Specialist teaching assistant to undertake afPE (level 5) course to up-skill and raise awareness in raising standards.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure teaching and learning in PE is consistently good across school to ensure children gain skills, knowledge and confidence in PE.	- Staff CPD session from 'Totally Runnable' with a focus on girls in PE. - Wakefield Wildcats Rugby Sessions led by a qualified rugby coach to upskill staff members in teaching rugby in PE.	No cost No cost	- Teaching staff are more aware of girls in PE and how to use the activities modelled in the session to increase confidence. - Teachers observed and took part in rugby sessions to improve their PE knowledge and skill base.	More staff CPD to improve confidence in teaching PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1.78%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- Joined the Youth Sport Trust (school membership) to ensure access to specialist support and resources to assist teachers in the delivery of PE. - Increase personal confidence and knowledge of female teaching staff in delivering high quality games and techniques related to running.	- Made staff aware of the Youth Sport Trust website. - Ensured staff could access resources and support. - Totally Runnable Girl on the Run 6-week course – allocate a female teacher to attend all sessions as a role model	£200 See KPI 4 for cost of course Cost of TSA £116.16	N/A (joined this term). - Mrs Brookes attended all the sessions and acted as a great role model, participating in all the activities and encouraging the girls. She supported the girls during the Challenge Run while working hard herself to run a distance of 1450m. - Mrs Brookes gained knowledge on different ways to mix mindset training with physical activity which can be transferred in to PE and active lessons. - Mindset subjects include: cultivating a growth mindset, teamwork and empathy, and being brave.	- PE leader to observe teachers in PE lessons to show evidence of YST resources being used efficiently. - Mrs Brookes has learned warm ups, running technique and running activities that she can use in PE lessons or in afterschool clubs. - Create an afterschool club for girls using the knowledge from the course.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Targeted intervention to increase the confidence of Year 6 girls in PE, sport and physical activity using running as the tool.	Totally Runnable Girl on the Run 6-week course	£1200	All Year 5 girls took part in the course over one half-term. 91% of the girls said they felt more confident after the course. This was especially noticeable by the girls increase in confidence in completing the stretches and drills each week. Week 5 (being brave) saw the girls confidently leading the stretches and drills themselves. During the course the girls completed a personal challenge in the form of two 20 minute Totally Runnable Challenge Runs. The group ran a total of 29100m on the first Challenge Run and 32600m on the second. 73% of the girls increased the distance they ran from the first to the second Challenge Run (See teacher feedback form and girls' confidence pathway).	- Check messages on noticeboards and in school newsletters to ensure equal representation of boys and girls. - Check club and competition participation data. Does it reflect a change in culture – are more girls getting involved? - Encourage the Year 5 girls to be sports leaders and role models for younger girls throughout the school.
Drive change to the culture, language and messages throughout school helping to make physical activity 'normal' for everyone.	- Totally Runnable Girls and Sport Workshop - Increasing awareness of stereotypes and the messages being sent to girls in PE, sport and physical activity. - Totally Runnable Boys' Fairness Workshop – Looking at what it feels like when something is unfair and the difference between being in a privileged position compared to a	£200 £200	- All Year 5 boys and girls took part in the workshops. - The Girls and Sport workshop gives the girls the opportunity to take part in sport without the boys. They learn running tips to increase their confidence, learn how beneficial physical activity is for us all, and examine how women and girls sometimes experience sport. They look at	Put the suggestions in the Resource Pack from the Girls and Sport Pledge into action and display the information around school.

	disadvantaged position. Challenging stereotypes for boys and girls in sport.		how some of the challenges around girls' participation in sport can be overcome both in society, school and their own lives. The Boys' Fairness workshop brings awareness to boys of what girls are up against in terms of messages sent to them about PE, sport and physical activity. This gives them more empathy aiming to change their behavior and expectations around PE, sport and physical activity in school. They also think about the unhelpful messages being sent to boys. (See attached feedback forms).	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To give pupils the opportunity to compete in variety of tournaments, involving pupils from local schools in the Horbury pyramid structure (SSCO)	Children compete against other schools in the pyramid in a range of sports each half term.	SSCO costs - £1,800	- Pupils have gained valuable tournament experience. - Successful teams have had the opportunity to progress further qualifying to compete in district finals. - Excellence/enjoyment/team building. - Teachers observed and taught alongside PE specialist. This year, Leann Beaumont lead a series of sessions in Year 1, Year 3 and Year 6 whilst class teachers were able to improve their subject knowledge.	- To ensure children who are unable to take part in a competitive festival take part in an additional competition at school against their peers or another school. - SSCO to take different classes so all teacher have the opportunity to upskill their subject knowledge.