

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

Commissioned by  
**Department for Education**

Created by





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](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. 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:
<p>Through our partnership with York School Sports Network (YSSN) we receive over 100 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. We access Change 4 Life Clubs (targeting our least active children), after school clubs, and links to community clubs such as Fulford Tennis Club. All our pupils access intra school competition and our pupils also compete in school games day twice per year (Winter and Summer School Games Days). We have access to over 20 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 have achieved the gold mark. The PE Specialists also 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. YSSN connects us to Governing Bodies such as ECB with Chance to Shine and the FA through the FA skills programme. This allows us access to CPD and sporting opportunities. Our extra-curricular programme offers spaces to approximately 130 children through all key stages. Students in KS2 (especially y5/6) have the opportunity to engage in leadership throughout their lessons and each student in these year groups is responsible for leading and officiating games and drills in PE lessons.</p>	<p>Ensure our school takes advantage of all the sports competitions feeding into the school games.</p> <p>Use Koboca (surveying tool) to quantify impact of sports clubs and physical activity levels of students.</p>


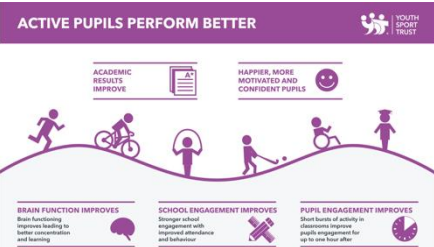
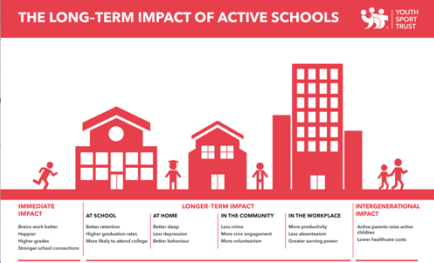
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	87%
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?	82%
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?	74 %
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2018/2019		Total fund allocated: £18694	Date Updated:11/07/2019	
<b>Key indicator 1:</b> 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: 57% (including YSSN buy in)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improve physical activity levels in our most inactive pupils</p> <p>Provide additional lunchtime and after school clubs for pupils to access their 30 minutes of physical activity. 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.</p> <p>Ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible.</p>	<p>Class teachers to recommend their least active students to PLT and PS. Change 4 Life club created and least active children invited to attend.</p> <p>Utilise PE Specialists to deliver lunchtime and after school clubs to target the least active pupils. Deliver Change 4 Life clubs to aid transition from inactive to active. Pupils to go on to take part in other extra-curricular clubs. External sports coach also in to deliver extracurricular sports clubs three times per week.</p> <p>Use student voice to ensure club offer is specific to student's requirements.</p>	£10694	<p>C4L club has been set up to target the least active pupils. Of the 16 students recommended 12 have actively attended and have gone on to join other extra-curricular clubs and thus are now closer to accessing the CMO guidelines.</p> <p>Clubs delivered as lunchtime and after school depending on demand. 12 pupils attending these clubs are from the least active target group.</p> <p>Currently there is a club opportunity every lunchtime and every evening. Summer term 2019 there was 9 clubs in total run by staff or PE Specialists and 5 clubs run by playground leaders at lunchtimes. 127 students attend the 9 staff led clubs with approx. 50 students attending the 5 playground leader clubs over the 5 days.</p>	<p>Complete Koboca survey once a year to allow us to continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact.</p> <p>Renew buy in at element 2 through YSSN.</p> <p>Continue training and re-training of playground leaders. Buy in PE specialist and external coaches.</p>

Ensure breaks and lunchtimes have the option of active play. Encourage pupils to take part to achieve the CMO guidelines	PE Specialists train year 5/6 pupils as play leaders allowing them to deliver safe, fun, adaptable, engaging games at break and lunchtime		Lunchtimes clubs provided through play leaders under the supervision of midday supervisors.	As above.
--	---	--	---	-----------

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: (Allocation from KI1)
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure pupils are healthy and happy students.	Target pupils through Change 4 Life clubs to improve the health of young people.	As part of YSSN Buy In allocated to Key Indicator 1.	<p>Pupils more alert. <b>Brain function improvements</b>, netter concentration and learning.</p>  <p><b>School engagement improves –</b> Stronger school engagement with improved attendance and behavior.</p>  <p><b>Pupil Engagement improves –</b> short bursts of activity in classroom improve pupil's engagement for up to one hour.</p> 	Continue to establish which pupils will gain the most from the sports premium funding.

Develop and enhance leadership, communication and origination skills in young people.	YSSN to provide play leader training to year 5/6 pupils each year. This will include leadership, communication and organisation skills training.		Playground activities delivered at lunchtimes by competent Playleaders. Anecdotal evidence of improved communication, organisation and leadership skills	Continue training and re-training of playground leaders.
Build confidence and feeling of belonging to the school through ensuring all pupils represent the school in some form.	Identify pupils who have not represented the school in the last year and facilitate their involvement.		School has provided opportunities for all students through 'B' and 'C' team competitions through YSSN competition calendar. Additionally the school has had teams compete in 10 interschool sports in 2018/2019.	Continue to engage in School Games competitions
Use PE and Sport to impact cross curricular. Engage disengaged pupils through using PE as a tool to deliver other subjects	Access YSSN cross curricular programme in nutrition, science, English and geography. PE specialist to signpost Premier League Superstars and other cross curricular tools for disengaged students.		Improved attainment levels across the curriculum.	
Target pupils with low self-esteem and engage them in a physical activity club.	Actively encourage targeted pupils to attend clubs. Ensure staff or YSSN PE Specialists know what development would best impact on the pupils.		Improvements in pupil's self-esteem and confidence. Impact on attainment levels.	



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9% (Plus allocation from KI1)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve the knowledge and skills of staff in teaching PE to ensure high quality PE Lessons	Access mentoring for all staff (approx. 100 hours of mentoring per year). Mentoring to take place with teacher's class with school resources to give real life examples.	Funding allocated on KI1 for YSSN Buy in.	High quality lessons delivered in engaging activities. Happy engaged pupils and confident staff.	Renew buy in at element 2 through YSSN.
Improve the quality of delivery of invasion games, striking and fielding and net games through accessing National Governing Body CPD mentoring such as Chance to shine and NGB qualified coaching.	Engage in Chance to shine and use LTA coaches in tennis to upskill teachers in delivery of tennis and Cricket. RugbyTots coaches to deliver sessions for KS1 and to upskill KS1 staff in rugby.	£1690	Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions.	Teachers mentored and receiving CPD and resources which will improve their delivery of PE in the future.
Ensure staff have lesson plans that can be modified to respond to the needs of students.	Share good practice – PLT to share this in staff meetings. PE specialist to provide lesson plans to staff after teaching.		High quality lesson plans provided by PE Specialists.	Buy into YSSN.
Ensure staff have correct equipment to enable them to teach well organized lessons pitched at the correct level for students.	Keep general PE equipment including dance equipment, invasion game equipment etc updated to ensure staff can be confident in the equipment they are using.	£205	Staff provide PE lessons in a range of sports and activities. Enabled staff to deliver intra-competitions in lessons in over 10 different disciplines and sports.	Keep updating PE equipment inventory and ask for staff members input when purchasing new equipment.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 4% plus Allocation from KI1 for YSSN
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> <p>Access sports through YSSN which are currently not offered through school.</p>	<p>Top sports requested by least active group to be provided. (Utilise YSSN Staff and external sports coaches)</p> <p>Monitor uptake of clubs and actively encourage pupils from the least active group to attend activities they have requested.</p> <p>Identify local clubs in the area where pupils attend and promote clubs to offer a wide range of external opportunities (signposted through school games notice board and taster sessions).</p> <p>Access alternative sports as taster sessions such as Box2Bfit, Skip2Bfit, Judo and Yoga.</p>	£765	<p>Registers from clubs have an average attendance of 20+ pupils.</p> <p>Increase in % of pupils attending community clubs.</p> <p>New sports provided for pupils at schools to try. Many students take up sports after initial taster.</p>	<p>Renew buy in at element 2 through YSSN and external sports coaches buy in.</p> <p>Complete Koboca Survey every year to allow student voice to influence our extra-curricular sports programme.</p> <p>Complete Koboca survey to identify those not attending community clubs and tailor noticeboard and taster sessions to those students' most popular sports.</p> <p>Ensure a minimum of 5 taster sessions in different sports are given to students in 2019/2020 academic year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2% and Allocation from K11
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure all pupils receive the opportunity to represent school in competition.	Provide pupils with the opportunity to access competition through the school games.	£275	Year on year improvements on the % of pupils who have represented their school in competitive sport. School has now started to give opportunities in B team and C team competitions and festivals in a range of sports such as football, netball, hockey & triathlon.	Renew buy in at element 2 through YSSN.
	Provide intra school competition for every child through the PE Specialists.		Students have the opportunity to compete in their houses and classes in a wide range of sports.	Increase the amount of intra-school competitions throughout the 2019/2020 academic year.
			School Games Mark achievements highlights the school's engagement in competitions.	
Ensure students have correct equipment and kit to be able to compete in competitive sport.	Purchase dance costumes for dance festival.	£50	Students can confidently perform in shows, festivals and competitions with correct costumes, team clothing and kits & protective clothing	