

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



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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 **31<sup>st</sup> 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 for 19/20:
<ul style="list-style-type: none"> <li>- New PE subject leader – supported closely by YSSN specialist and previous PE leader throughout the year.</li> <li>- Consistent increase in the number of children attending extracurricular clubs throughout the year.</li> <li>- Used Koboca confidently to assess where gaps are in terms of engagement in sport throughout KS1 and KS2.</li> <li>- Made good links within the community – working closely with Fulford Tennis club for lessons in all phases.</li> <li>- Y6 children have been mentored and are confident, helpful and engaging lunchtime sports leaders for the younger children – helping to contribute to 30 minutes of physical activity each day.</li> <li>- Throughout this year we have had a YSSN specialist coach working in school 1 day a week. He has been able to provide weekly teaching, mentoring and clubs which has benefited both the children and staff in school.</li> <li>- We have taken part in many competitions within the partnership when children have competed and represented the school with confidence.</li> <li>- We have welcomed specialist coaches into school and have particularly enjoyed taking part in the skip and box2bfit challenges and have continued to use Dave’s messages of ‘be the best you can be’ throughout our everyday teaching.</li> <li>- Our swimming provisions enable Y3 children to access a block of swimming lessons throughout the year, as well as Y4 children who did not meet national standards last year.</li> </ul>	<ul style="list-style-type: none"> <li>- Target KS2 girls in 30 minutes of exercise a day and also involvement in extracurricular clubs.</li> <li>- Continue to identify the least active children within school and provide a bespoke lunchtime club to support them in PESSPA.</li> <li>- Engage children in physical activity first thing in the morning: increase brain function and engagement throughout the first hours of school.</li> <li>- Begin to look at progression in skills throughout the school to ensure consistent progression and assessment.</li> <li>- Ensure equipment is organised, available and accessible.</li> <li>- Support x2 NQT’s and any new staff members in their development and confidence of teaching PE.</li> <li>- Engage parents in their children’s involvement in sports and physical activity.</li> <li>- Continue to provide a wide range of clubs for all children in school.</li> </ul>

## 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 funding: £18,694		Total funding allocated: 13,094		Date Updated: June 2020	
<p><b>Key indicator 1:</b> 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</p>							Percentage of total allocation:
							6%
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:
- Improve physical activity levels and participation amongst girls within KS2 (as identified last academic year).	Enrol 6 Y5 girls onto the Girls Active Programme to inspire and educate them on physical activity. Use their knowledge from this course to help implement activities and strategies in school to engage more of their peers in sport.		Supply cost = £100	There are now 6 Girls Active Leaders who will be going into Y6. They will mentor the other girls in UKS2 to join in with any form of PESSPA in and out of school, helping to raise the profile of girls in sport and their participation and engagement.			Current Girls Active Leaders to train up and mentor 6 new Y5 girls to keep the legacy going in coming years and to continue to engage and improve physical activity within this group.
- Improve physical activity levels amongst the least active children identified in the last academic year. Engage them in meaningful activities which increase their confidence within sport.	Invite least active children to join a lunch time change4life club and bring a friend along where they can try new skills and sports without the pressure of being in a large group. Engage them in new and unconventional sports and activities via the YSSN coach.		YSSN specialist (K13 = £8,450) Equipment = £1000	Targeted children are more interested and engaged within physical activity. They have experienced sports and activities other than what is usually offered and will hopefully go on to actively choose to join a club next year.			Keep track of children who were part of this targeted group in the next academic year. Identify new least active children for coming year.

- Children to become actively able to choose to be active during break and lunch times.	Mentor Y6 children to be sports leaders and provide them with knowledge and skills to engage KS1 children in sports and games at lunch times. Improved facilities such as a trim trail which children can use independently.	YSSN specialist (K32 = £8,450) Equipment (as above)	YSSN specialist has trained 20 Y6 sports leaders with activities and strategies to engage KS1 in sport. More KS1 children are now actively choosing to be active over their lunch and break times.	Continue to mentor a group of Y6 children each year as the school's sports leaders.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	4%
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:
- Provide children with an opportunity to start their day off with some form of physical activity to improve concentration, engagement and brain function throughout the morning.	Using initiatives such as the daily mile and the skip2bfit challenge to engage children (initially Y5's) in 5 minutes of daily exercise before starting their working day.	Equipment (K11 = £1000)	Pupils actively joined in with a form of physical activity for the first 5 minutes of the school day. Their focus, concentration and brain function increase during morning sessions and they seemed more alert and engaged.	Implement throughout other year groups in school. Starting with Y6, then to Y3/4 and then down to Y1/2 and R. Find equipment to be able to use music outdoors – wake up shake up.
- Enable children and families to have resources, opportunities and knowledge of keeping fit and healthy at home and raise the profile of PESSPA within families.	Buy simple and easy to use resources and kit bags x1 per class. Create activity cards and instructions to be sent home with the bag. Create some kind of shared area for the children to see these being used at home.	Kit Bag Equipment = £500	More families will be getting active together and parental influence/support may encourage children to take an active role in being fit and healthy themselves.	Continue to send bags out x1 weekly to x1 family per class. Increase number of kit bags if feedback is positive.
- To use PESSPA to ensure that pupils are happy and healthy at school and that sport is used as a drive for their wellbeing, confidence and	Discuss potential intervention activities and resources with the school ELSA to find which children may benefit from extra PESSPA during times of transition or pressure points throughout the year	External specialist coaches = £200	Wellbeing day did not happen this year due to the cancelled SATs. Children who have found school particularly hard have had opportunities to take time out and	With so much time out of school more children may need sports as a comfort and aid to anxieties and worries in the next academic year –

self-esteem.	(Y6 wellbeing day before SATs week and Y1/Y3/Y5 transition through phases)		use PESSPA to reengage themselves.	something to discuss as a whole school.
- To increase leadership of PE throughout school. Engage children throughout the school in becoming sports leaders and councillors.	Engage the Y6 children in becoming mentors and role models in sport through working closely with the YSSN specialist in autumn term. Also, to ensure that each class has a sports councillor who represents the classes views on PESSPA at twice half termly meeting with the PE leader.	Badges = £50	Children throughout school will feel a sense of ownership and pride in the planning of events and activities that the rest of their peers take part in and enjoy. A group of Y5 girls also were able to train with Youth Sport Trust as Girls Active Ambassadors.	Continue to select new children each year to represent their class in sharing their PESSPA views.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 46%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
- Ensure x2 NQT's and new to school staff are happy with the PE curriculum they are teaching and the equipment they will need to deliver high quality lessons.	NQT's and new staff to have opportunities to work closely with the YSSN PE specialist where needed for curriculum knowledge and teaching to be developed.	YSSN specialist = £8,450	New staff to the school feel more confident in the delivery of their PE lessons. They can use equipment appropriately and understand how to sequence lessons for progression.	Continue to monitor and support NQTs as RQTs throughout cycle B of our curriculum where new skills and sports are taught.
- Find out staff thoughts, strengths and weaknesses in regards to sports at St. Oswald's and where gaps in their knowledge and teaching may lie.	Carry out a staff audit where staff have opportunity to express areas they would like support/resources for. Identify gaps as a teaching team and plan CPD for all.	Supply costs for observations = £300	Staff feel supported by PE leader and YSSN specialist. Staff can freely ask for support where necessary throughout the year.	Start each term checking staff are happy with their next unit of work and offer them to observe other lessons if necessary.

- Clearly PE planning available or accessible for staff as and when needed. Quick and easy communication between staff, PE lead and YSSN specialist in regards to lesson ideas and support.	Ensure staff feel comfortable speaking to PE lead and YSSN specialist when they need lesson ideas or clearly structured planning for particular areas of the curriculum. Good practice to be shared in PDMs.	YSSN specialist (as above).	YSSN specialist is in school x1 weekly for staff to ask for lesson support and planning as and when needed. Staff feel supported.	Create a combined pack of lesson planning that might be helpful for teachers new to the school or phase.
- Ensure that equipment is clearly stored and readily available to be used. Ensure staff know what equipment is needed for particular skills/lessons for their year group.	Equipment checked regularly and updated and replenished termly where necessary. Planning available to staff where equipment is highlighted.	Equipment (KI1 = £1000	Staff can access equipment quickly and easily prior to lessons as they know what is needed and where to access it. Staff know to ask for specific equipment that needs to be replenished prior to each teaching unit if it is needed.	Ensure that staff know what equipment is stored where.  Equipment posters for different sports/skills.
- Clear skills progression within sports and areas of physical education between each year group and each phase.	PE lead, staff and YSSN specialist to create a progression of skills document which outlines the skills which should progress from Y1 to Y6.		All staff have a clear document where they can see what skills the children have learnt, should be learning and will learn in the future in order to deliver high quality PE lessons.	Ensure that the skills progression document is often referred to within planning/team discussions.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	8%
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:
- Find out what sports and activities children would like to try. Look closely at gender, least active and age groups and put taster sessions in place.	Carry out a KOBOCA survey throughout KS1 and KS2 assessing sports outside of school and interests in new sports and activities.	YSSN specialist (KI3 = £8,450)	Pupils have some ownership and input into what sports and activities are offered to them at school. We have had Judo, Yoga, Cricket and Skip/Box2bfit sessions this year.	Continue to use KOBOCA to find interests within new cohorts.

- Create and utilise opportunities for least active groups to take part in activities they enjoy and share these skills and knowledge with friends and peers.	Enable children to lead warm ups within PE sessions. Set up playground games and zones where children can be creative in using equipment in different ways.		Least active children feel that they have something to offer to other children after taking part in the Change4life club which has increased their PESSPA confidence.	Continue to deliver change4life clubs for least active.
- Ensure a broad and balanced physical education curriculum, where the staff and children have opportunities to be flexible in the sports delivered whilst ensuring progression in skills.	PE lead, staff and YSSN specialist to create a progression of skills document which outlines the skills which should progress from Y1 to Y6.	YSSN specialist (K13 = £8,450)	All staff have a clear document where they can see what skills the children have learnt, should be learning and will learn in the future in order to deliver high quality PE lessons.	Ensure that the skills progression document is integrated within a long term plan for PE.
- Ensure clubs are attended by a range of pupils and the activities delivered change and attract different groups across the year.	Employ a sports coach to deliver 3x weekly afterschool clubs to each phase. Ensure the activities are varied and engage children in new physical activity.	Clubs with external coach = £1,500  YSSN specialist (K12 = £8,450)	Attendance numbers at clubs have consistently been between 20-25 pupils per session each week (60-75 children taking part in after school clubs each week).	Continue to notify children of new clubs and engage them in new exciting sports.

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				6%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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:
- Provide children with equipment and kit in order to for all children to feel comfortable in confidently participating.	Buy new coordinated sports wear for use within team games and competitions – children should feel proud to wear it and represent the school.	Competition kit = £100	Children now perform with added confidence and pride when representing the school outside of our grounds.	Continue to monitor the use of the kit and replenish as and when needed.



<p>- Ensure that all children are given opportunities to take part in competitive inter school sports competitions through the YSSN.</p>	<p>Use whole school assemblies and the PE display board to notify children of upcoming events and competitions where they can represent their school.</p>	<p>Display resources = £50</p>	<p>A range of pupils have represented the school in local competitions which contribute towards our gaining of the Gold SGM. B+C teams have attended competition which has engaged some of the least active children.</p>	<p>Continue to engage more of the least active children to join B+C teams and take part for enjoyment rather than competitiveness.</p>
<p>- Create intra school events such as winter and summer sports days for all children to take part in. Focusing and targeting those who may not usually volunteer for inter school events.</p>	<p>Allow pupil voice (sports council) to be taken into consideration before planning events. This should increase engagement and participation as they have ownership over the activities which will take place.</p>	<p>Stickers/medals = £50 Sports day equip = £100</p>	<p>All pupils throughout school have taken part in winter sports day, skip2bfit and box2bfit days. They have all been part of a team and shown enjoyment of sport and physical activity. Key highlights of SEN children taking part who usually do not engage fully in PE lessons.</p>	<p>Create a once termly event for the whole school to take part in and engage all groups including SEN and least active.</p>
<p>- Ensure that children are provided with transport to events if needed so that this is not a barrier to them competing outside of the school grounds.</p>	<p>Using local bus/taxi companies to transport whole teams to and from events (mainly during the school day) so that children are not reliant on parent availability to attend competitions.</p>	<p>Transport = £200</p>	<p>Children who do not have transport via parents are able to attend these events and represent the school in other places.</p>	<p>Continue to assess which events to provide transport to/from.</p>
<p>- Engage parents in sports and physical activity with their children in order to increase children's participation in competitive sports outside of school.</p>	<p>Invite parents into school to join in with sport competitions such as Skip2bfit and Box2bfit family days and afterschool sessions (to 'be the best they can be'). Create opportunities at sports day to engage parents in fitness.</p>	<p>Skip/Box2bfit days = £600</p>	<p>Children see their families enjoying and taking part in sports and this encourages them to be more active in and out of school.</p>	<p>Continue to provide a once termly event (in line with school events) for parents to attend and join in with.</p>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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?	Yes/ <u>No</u>

Subject Leader:	Chloe Bell - c.Bell
Date:	July 2019 (Sports Premium Planning) - June 2020 (Sports Premium Review)