

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by



Created by





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>Updated PE and Healthy Schools Policy Participation in Cluster competitions – competitive sport Links to Selby College - assisting Sports students with their degrees School Games awards – Gold at Chapel Haddlesey again Breakfast clubs 7.45am earlier start and afterschool clubs York City Knights to coach specialist lesson an CPD</p>	<p>Identified gaps in outdoor learning and dance from a ‘Pupil Voice’ consultation.</p> <p>Further development of playgroup leaders and peer mediators.</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? 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>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	77%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	77%
<p>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>	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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £16,500 Total spent: £18,772		Date Updated: September 2020	
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: %
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:£300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide pupils with more opportunities to participate in daily playground activities – led by playground leaders, MSA, all staff	Train leaders and staff in traditional play sessions to enhance current provision. Target the least active groups so that everyone can participate. Purchase new equipment for break times equipment that is different to PE items – circus skills, cheerleading		£100	Register, photos of activities and participants. Playtimes are quieter, behaviour has improved, less conflict Playground leader sessions continually be built on High level of engagement	Review termly through Sports Pupil Voice. Purchase other equipment as identified. Timetabling Play leaders and staff to lead sessions. Look to implement the daily mile across the Federation.
Breakfast club from 7.45 am and after-school club until 5.30pm	Identify the demand for the club by consulting with parents. Demand required, employ staff to supervise		£200 subsidy	All pupils who attend have a healthy breakfast or light tea . Children arrive at school on time. An increase in attendance by	Continue to consult with parents as to their

<p>To provide staff with professional development and resources to lead physical activity</p>	<p>Employ York City knights, Mrs.Hunt SCo to offer a greater variety of sporting opportunities identified by the staff audit</p>		<p>some pupils noted.</p> <p>Staff have wider knowledge to be able to confidently deliver an outstanding PE lesson.</p>	<p>requirements. Monitor the costs of running. Look at ways of the clubs becoming more active.</p> <p>Staff more confident and will lead future sessions.</p>
<p>Outdoor learning area in EYFS area and on main school field.</p>	<p>Continue to use.</p>		<p>Large play area in the EYFS area to accommodate all pupils from KS1. Pupils of different ages, abilities to access this provision throughout the day. Pupils more active with so many opportunities for outdoor play.</p>	<p>A selling point for the school and future families. Access for all KS1 and some pupils from other year groups who may require support in certain areas.</p>
<p>To consider Active travel</p>	<p>To sign up to 'Modeshift All Stars' to produce a travel plan for the Federation</p>		<p>To look at how pupils travel to school and ways that can be introduced to reduce the number of cars at the school gates</p>	<p>Continue to develop this plan, then to implement it.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

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: £4508	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Engage in Forest school activities	A member of staff is currently finishing her Level 3 training and another member has level 2. To have weekly sessions throughout the year for pupils of all ages and abilities	£1028 Forest School training and assessment	Sessions have taken place. Pupils are relaxed. Improvement in behaviour has been noted. All have been engaged, cooperative, respectful. Pupils are becoming more aware of their surroundings and key life skills are being learnt.	To continue to timetable these sessions in weekly. Offer them to a wider age group. An afterschool club if interest is there.
Introduction of a School Therapy Dog – For a staff member to train their dog through the Pets As Therapy company.	Staff member achieved this goal. Dog and staff member to visit the pupils across the federation weekly. Working with individuals or small groups.	£600	Behaviour and concentration in lesson improving. Pupils being active and learning outdoors whilst walking the dog around the school Field Participated in Sports Relief the walk a mile challenge.	Will remain in place and continue develop the link further.
Improve playtime and lunchtimes – to provide staff, MSA and pupils with the training and resources to help with quieter but active breaks.	To introduce traditional games, reinforce playground rules. Encourage pupils to take part in leadership roles. Reduce conflict and behaviour issues, boosting physical development	£1500 30 mins per day MSA	Choice of equipment on offer has increased. An improvement in behaviour and negotiation skills seen. Playground leader rotas introduced. Opportunity for quiet indoor play offered – Go Noodle, Cosmic yoga	Continue to work with all concerned to develop their skills, self control and leaders qualities. Implement a football agreement of fair play and honesty.

<p>To enter and run sports competitions within the cluster.</p>	<p>Participate in cluster competitions that are offered.</p>	<p>£1180 transport costs</p>	<p>Participation in cluster events and some noticeable rewards for the Federation within the small schools competitions.</p>	<p>Continue to be members of Cluster group and use the resources they have to offer</p>
<p>The swimming requirements of Yr6 pupils meet the national curriculum requirements.</p>	<p>Attended schedule swimming lessons , in a block of 8 weeks for years 3 to 6.</p>		<p>Over 50% of Yr 6 achieved the National curriculum swimming requirements.</p>	<p>Continue with this in our PE Plan.</p>
<p>PE themed afterschools clubs</p>	<p>Identify the demands for the clubs. Employ staff to supervise</p>	<p>£200 subsidy</p>	<p>All pupils attending are involved in active outdoor/indoor activities. Timetable planned and shared</p>	<p>React and adapt to demand.</p>
<p>Sainsbury's School Games awards and reporting of our achievements</p>	<p>Notice boards/website/ newsletter/local papers/assemblies</p>		<p>Achieved the Gold Award again in recognition of commitment to PE. Shared locally and in press to raise the profile of PE in our school</p>	<p>Continue to plan to achieve next year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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: £4885	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide staff with professional development, training and resources to teach high quality lessons.	<p>Employ a sports leader across the federation to lead and deliver PE</p> <p>Invite York City Knights to work alongside staff to enhance their knowledge on skills and teach high quality lessons.</p> <p>Undertake a skills audit twice yearly</p> <p>Yorkshire and Humberside learning community online courses signposted to staff</p>	<p>£4885</p> <p>See earlier CPD costs</p>	<p>Staff feel more confident in teaching the subject. Beginning to plan, deliver and assess.</p> <p>Professional coaches working alongside staff.</p> <p>Staff have taken up the opportunity to enhance their knowledge and again ideas to help with lessons</p>	<p>Staff to use skills learnt in lessons for the future sustainability of school sport.</p> <p>In house training to take place on skills identified from audit.</p> <p>Continue to forward relevant information from this group.</p>
To look at cross-curriculum links with Physical literacy	Research into the programmes available –Tagiv 8, imoves, Premier league sport stars		In its infancy – continue to research	

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

				%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £6729</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements:</p> <p>Visit to Outdoor Ted facility at Drax</p>	<p>Introduce pupils to outdoor forest learning</p>	<p>£360 coach</p>	<p>Two classes enjoyed a day's visit exploring the woods, team and personal challenges.</p>	<p>Suggest a different cohort attend each year to support the sustainability of this local venture.</p>
<p>Athlete Visit from Joe McNally</p>	<p>Visit by track cyclist to talk to pupils on inspiring and achievements.</p>	<p>£300</p>	<p>Pupils listen in awe of his life so far, where he started and what he had achieved. Inspired pupils to cycle to school.</p>	<p>Look into travel to school scheme Modeshift All stars.</p>
<p>Ash Randall – freestyle football</p>	<p>To give the pupils an insight to another side of football. The skills and tricks that can be achieved with a football.</p>	<p>£250</p>	<p>An inspiring assembly followed by practical sessions. This continued over the weeks by pupils and staff still trying the skills.</p> <p>Positive feedback from parents on Ash Randell's workshop.</p> <p>Behaviour within our football sessions calmed.</p>	<p>Invite Ash back next school year to develop our skills further</p>

Healthy School + Cookery club after school	Mrs Smith to plan, prepare, shop and deliver weekly sessions across the Federation, with support from Mrs.Hall. Offered to both KS1 and 2.	£595 Phunky Foods subscription year 1	Increase in pupils attending the club, even oversubscribed at some points in the year. New recipes every week. Feedback from parents about new skills the pupils have learnt and new foods tasted.	From a 6 week block to running weekly throughout the year. To have a small school garden on each site to see from seed to fork. Links with the PSCH and Science curriculum
Development of Outdoor areas across the Federation	For all KS1 pupils to access the facility throughout the day. To become more active. Build their fine and gross motor skills alongside personal , social and emotional well being.	£5024	Increase in active pupils Access by KS1 throughout the day Pupils play together in mixed age, ability and year groups, accessible to all.	Assemblies to remind everyone the rules, behaviour required whilst free flow in these areas
France – Yr5/6 residential (cancelled due to covid)	Increase in pupils confidence in an unfamiliar setting. To build resilience, teamwork, cooperation throughout the stay during the activities on offer. Offer different and new outdoor activities	All monies refunded. £200 expenses.	30 children from across the federation were due to attend a 5 day residential to Normandy, taking part in outdoor physical challenges and language and cultural experiences.	Reinstate the residential plans after covid. The value of these experiences is clear to see on those who have attended. Life skills learnt and independence noted.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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: £2350	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To be part of our Sports cluster, run from Holy Family High School. To enter and run sporting competitions, open to all ages and abilities. Employ coaches of sports that have been identified as CPD areas and work with staff to enhance current opportunities. Offer Outdoor learning in the form of East Barnby and Forest Schools	Membership of Sports cluster. York City Knights provide in-house sports coaching and CPD Opportunity to participate in cluster competitions Weekly sessions planned into the timetable	£2350 Cancelled due to covid See earlier	Number of pupils participating In cluster competitions has increased. Improvement in achievements in the small schools competitions noted, cross-country, quicksticks especially . 81% of the Yr6's across the Federation can swim 25m. Opportunity to participate in outdoor learning has been a positive step in enthusiasm for outdoor learning, new skills in a relaxed atmosphere acquired	Continue to subscribe to the cluster. Introduce new and different sports to include more intra competitions Source coaches to help with staff professional development Keep reporting our achievements in assemblies, newsletters, website, local paper. Include more whole school events – sports relief, sports day, sports voice ideas.

Signed off by	
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Date:	September 2020
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