



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.

2019/2020

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>The school games mark (which we applied for in July 2019) and gained Bronze award. Previously we didn't have any PE award.</p> <p>Change in attitude and behaviour of pupils, especially in KS2, with regards to PE and competitive sporting opportunities. Pupils much more willing to cooperate and work as a team. This is evident not only in PE lessons but also other areas of the curriculum when they need to try and work together.</p>	<p>We used the results from our application for the school games mark to help us to identify what the next steps would be for us to focus on in order to improve sport and PE in school and achieve silver award in July 2020 (see below).</p> <p>To improve links to clubs and our community to support young people to access physical activity outside of school.</p> <p>To engage SEND pupils in after school activities and inter-school sporting opportunities.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</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>	100%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes – we have a programme whereby ALL pupils in school from reception through to year 6 attend swimming sessions during the year and less confident pupils in KS2 are given opportunities to take part in extra lessons with younger pupils.

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: 2019/20		Total fund allocated: £16,270		Date Updated: July 2020	
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:	
				48%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Engage ALL children in daily physical activity so that they enjoy exercise and it becomes embedded into their daily routine. For children to experience a wide range of sports in order to support all pupils finding a sport they like and through this, being more active.	SL to provide opportunities for ALL pupils in EYFS/KS1 and KS2 to engage in high quality PE experiences. For there always to be a sporting choice during Golden Time. SL to continue to promote “daily mile” for all pupils in school (give each pupil opportunity to run/walk around school grounds for 15mins per day). SL to continue to promote “Skip 2 be fit” challenge (give pupils regular opportunities to skip for 2 minutes and record their number of skips). SL to continue to use PE passport introduced last year with KS2 pupils to help them	39 weeks x £180 =£7020	Lots of pupils enjoying taking part in high energy games during golden time (donkey tag, catch the flag, stag hunt). Golden time choices have included: Tri golf Badminton Volleyball Archery Boccia New age kurling Dance From March to July during lockdown all pupils were engaged in daily PE activities either from home or in school. On their last day in school all pupils were given a school skipping rope to take home. They	Develop pupil led intra-school competitions (e.g. yr 5/6 football league, whole school catch the flag league) to be organised and run at playtime, lunchtime or golden time. SL to lead on yoga/mindfulness activities as part of next year’s PE sessions. This will be to train the TAs who in turn will lead that week’s activity based on what the SL has set.	

<p>It is apparent that a number of children are not taken swimming outside of school and a number of children are unable to swim well therefore the decision has been made for all children (EYFS – Y6 to attend swimming lessons for a whole term, each year). School wants to ensure that this essential life skill is achieved by all pupils.</p>	<p>consider their sporting success both in and out of school. Pupils to track their achievements and create goals they can aim for. Pupils see improvement in their own ability.</p> <p>High quality swimming lessons received by all children.</p>	<p>£600 for transport and £210 for swimming lessons in addition to those which are paid for by school (additional KS2 lessons and ensuring all children have access to swimming throughout school at ALB, starting with EYFS)</p>	<p>were then encouraged to take part in a 2min daily skipping challenge (as an alternative the “daily mile”) and were asked to record their scores each day and compile a written record of how many skips they were able to perform each day/week therefore using their maths skills for a real purpose and also creating a personal best target to aim for. Staff assigned these challenges and weekly PE lessons to pupils over the internet using Seesaw platform. These consisted of a 30 min morning workout from 9am. It began as the Joe Wicks workout – children logged into his Youtube channel and followed the activities on-line – but as pupils started getting more confident they were encouraged to create their own workout copying exercises they had discovered from Joe Wicks. Upon returning to school it was really good to see how much progress the older children had made in their fitness levels. The KS2 pupils</p>	
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		<p>who had regularly engaged in the daily workout and skipping challenge had returned to school generally fitter and more competent at skipping than when they had left! Some children were able to perform between 200-300 skips in 2 mins. The KS2 children were also able to lead other children in a workout consisting of various exercises performed on a yoga mat in the hall socially distanced from each other. They joined in daily stretching and mindfulness breathing exercises to create a calmness at the start of the day. As part of PE during lockdown pupils also took part in virtual sports competitions. These were organised by North Yorkshire Sport as part of the School Games initiative. There were 10 different challenges over a 10 week period ranging from a speedbounce challenge to a medley challenge. Children were encouraged to submit their scores to North Yorkshire Sport in</p>	
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			<p>order to be entered into the competition or they could just compete for fun.</p> <p>Evidence from pupil voice that the mindfulness/breathing exercises were very beneficial to self regulation and they felt it improved their well-being.</p> <p>Evidence of an improved mindset throughout the year regarding the daily mile with children developing more resilience to keep going and achieve the full mile in a set time and to be better at maintaining a brisk pace that can be sustained.</p> <p>KS2 pupils who need additional swimming lessons and EYFS/KS1 pupils were unable to partake in this due to lockdown. This money is to be carried over into the 2020/2021 budget.</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

ALL pupils understand the benefits from regular exercise and choose to engage in a healthy lifestyle. Children's well-being improves and there are less incidents where children have 'low mood'.	Continue to promote Sainsbury's school games display in school highlighting local sports clubs and information about sporting opportunities on offer to pupils outside school.	Part of the £7020 in K11	Overall improvement of behaviour in PE and playtimes as pupils see how sport makes positive impact on the lives of people from different walks of life. Less incidents on CPOMS. Less incidents of pupils moving their name on the emotions check-in board to a negative emotion. Less incidents of low-mood within the school day.	Create pathways for pupils who excel in specific areas of the PE curriculum to join clubs outside school and receive coaching and point them towards how they can achieve their potential.
Children's sports skills are sequenced clearly to allow for good progression between year groups. Children are able to articulate with confidence about their learning in PE and how they have made progress.	SL to attend the middle leader's training course Create imaginative and engaging school displays to record how far pupils travel during week and set weekly goals to challenge pupils to collectively beat their previous best distances. Promote "School Sports Organising Crew" (pupil body who can help promote sport in school) and ask them to identify pupils who actively engage in playtime games. Create reward stickers/certificate for them to give out as part of weekly celebration assembly. Re-launch playtime leader roles with UKS2 pupils as a method of encouraging pupils	£500 Part of the £7020 in K11	Fewer playtime incidents as pupils able to play together without falling out. See CPOMS. Older pupils have been equipped with skills necessary to become young leaders giving them a more self-worth and higher opinion of themselves. Children have been observed encouraging less active pupils join in games and do more exercise. Whole school invited to watch and cheer on professional cyclists as part	Contact local clubs and organisations about opportunities for pupils to engage in sport outside school. Signpost parents and pupils to these.

	<p>to play games together and involve younger pupils - TAs to support this at playtime and lunchtime, using their training from working with the SL in PE sessions.</p> <p>Continue to award PE player of week certificate and trophy to pupils each week as part of whole school celebration assembly.</p> <p>Continue to promote PE and school sport opportunities and achievements on School Games notice board, in weekly newsletter to parents and on school twitter feed.</p> <p>Aim to achieve Silver Award for Sainsbury's School Games and celebrate by promoting it to our school community.</p> <p>Celebrate national and international sporting events to promote sport and healthy lifestyles to pupils.</p> <p>TAs to use physical activity appropriately to raise low mood and support pupils with self-regulation.</p>	<p>Part of the £6508 allocation in K13</p>	<p>of the UCI elite men's time trial - Sept 2019 – follow up geography lesson involved pupils in KS2 researching where cyclists came from and locating places on world map.</p> <p>School attained Healthy Schools Award – Bronze level in part based around the sporting opportunities given to pupils in order to support self-regulation, good mental health and well-being.</p> <p>Particularly during lockdown, children regularly evidenced the healthy sporting choices they were making to promote healthy lifestyles e.g. cycling, walking, going for a walk with their scooter, taking part in Geocaching.</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:
				40%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pupils have improved experience during PE lessons and also wider range of after-school sporting opportunities. They more likely to choose to participate in extra curricular sporting opportunities.</p> <p>Children demonstrate the skills they've learnt during games sessions in PE at playtime and lunchtime.</p>	<p>SL to undertake training to further subject knowledge and to be able to offer additional skills such as Bikeability etc.</p> <p>TAs are trained in a wide range of sports, particularly games skills so that they can support playground games effectively at playtime and lunchtime.</p> <p>TAs to also use training to support pupils with SEMH needs to carry out physical activity to support self-regulation and improve low-mood.</p>	<p>£500 to cover course costs and supply cover Part of the £7020 in K11</p> <p>£6508 for training and playtime/lunchtime cover/support for SEMH needs</p>	<p>Staff are more confident in delivering PE lessons and after-school clubs. School are now able to offer Bikeability training as part of the Golden Time offer. A number of our pupils are unable to ride a bike therefore younger children have had opportunity to start to learn to ride a bike using balance bikes.</p> <p>TAs play a range of games with the children at playtime and lunchtime which in turn improves behaviour and develops children's fitness levels. This also supports the work in class on collaboration. Using the TAs both within the classroom and outside ensures pupils see the continuity of skills and expectations.</p> <p>TAs use physical activity to support raising low-mood and self-regulation – this</p>	<p>Introduce Bikeability course for UKS2 pupils. Ensure younger pupils get opportunities with the balance bikes to ensure all pupils can ride a bike.</p>

			work has ensured school has achieved the bronze healthy schools award.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding Allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements: All pupils exposed to wider variety of sports and PE experiences and SEND pupils engaged in after school activities and inter-school sporting opportunities.</p> <p>Provide a voice for young people with SEND in the context of PE and School Sport.</p> <p>Provide strategies to overcome potential barriers which may prevent young people with SEND from accessing inter-school competitive opportunities</p>	<p>SL to ask playtime leaders for suggestions about what equipment they would like to have for the playtime games shed</p> <p>SL to conduct questionnaire for parents/pupils to find out what types of sport they would like to see on offer as part of after-school clubs.</p> <p>Invite Joe McKechnie, local Paralympian, into school to talk about his football success and deliver All Inclusive sports session with pupils.</p> <p>SL to introduce all inclusive sporting opportunities with PE lessons by including activities</p>	<p>£425 Primary box2bepit kit bag</p> <p>£210 skip2bepit ropes</p> <p>Part of the £7020 in K11</p>	<p>Pupils have had opportunity to discover different sports, less active pupils have become more engaged and SEND pupils/those with gross/fine motor problems have been able to shine e.g. 1 pupil who struggles with contributions to competitive sport was able to win one of these competitions.</p>	<p>SL to research alternative sports to introduce to school and provide equipment and training necessary for them to be developed into PE plans. e.g. rebound nets or introduce less active pupils to CFL activities</p> <p>Engage qualified volunteers to deliver extra-curricular activities.</p>

	such as new age kurling and boccia. Make sure the existing School Sport Organising Committee/Crew (SSOC) in the school represents the needs of young people with SEND.			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increased confidence and enjoyment of pupils when taking part in competitions.	SL to plan and enter events from School Games calendar onto the school calendar. SL to ensure UKS2 (School Sports Organising Crew) pupils are aware of possible competitions – include games calendar on Sport display board – link PE lessons to forthcoming events so pupils have an awareness of what is expected. Provide training opportunities for pupils to enable them to take part in competitions.	£500 Transport to sporting events, coach hire, supply cover £300 annual subscription to school sport competition pathway	Pupils already demonstrating impact of high-quality tag rugby PE lessons – evident at recent KS2 tag rugby competition where ALL pupils were keen to take part and some also demonstrating leadership capabilities when taking on role of team warm-up activities. All children were able to successfully take part in the Cross Country competition.	Develop wider range of competitions on offer to pupils.