



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 **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:
<ul style="list-style-type: none"> • The school won the North Yorkshire PE Premium Award for Whole School Improvement for 2017, 2018 (Regional Winner) and 2019. • Youth Sport Trust Quality Mark Gold Awarded (July 2019) • The school was awarded the AfPE Quality Mark (July 2017) • School Games Mark (Gold) 2018 and 2019 • The schools membership for the YST has unlocked the PiXL Primary Edge resources, impacting on whole school improvement • PE Lead is a Youth Sport trust Primary PE Lead and Head teacher Ambassador • Increase in number of extra-curricular clubs and participation at these clubs • Children's increased sense of worth of physical activity and sport and pride in the achievements of the school • Vast improvement in behaviour across school correlates to the work done through PE and physical activity. • The attributes/qualities developed through PE are now evident in the whole of school life. • Strong CPD of staff through local SGO and sports coaches • Improving trend of sporting successes - North Yorkshire School Games Quad Kids Athletics Winners at Year ½ and Year ¾ in 2019. 	<ul style="list-style-type: none"> • Further development of PE long term plan and associated assessment materials and ensure they are robust and impact on teaching and learning • Further develop staff's confidence and competence with the teaching of PE and School Sport • Continue to develop children's leadership, organisation, resilience, initiative and communication skills through the Primary Edge with an increased focus on further impact across the curriculum. • Look at long term sustainability of funding if/when Sports Premium funding comes to an end. • To improve outcomes, train school staff in delivering swimming.

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?</p> <p>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>	83%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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/ 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: £ 17,510		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 pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					12 %
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:
Ensure all children are active in school time for at least 30 minutes each day. YST Active 30:30 Tri	<p>Increase the range of lunchtime and after school clubs on offer to all children.</p> <p>Extend the variety of activities on offer during a playtime – consult school council. Train year 5 and 6 children to become ‘PlayMakers’</p> <p>Complete an audit/questionnaires during each term of thoughts about the activities – is there anything else that children would like to see/try?</p> <p>Active breaks introduced and maintained across the school (varying options per class) to increase activity and concentration supported by research.</p>	<p>£1000</p> <p>None</p> <p>None</p> <p>None</p>	<p>16 ‘physical’ extra-curricular clubs on offer during the Autumn term – continued in to Spring</p> <p>25 playmakers running activities across key stage 1 and 2 playgrounds</p> <p>Children asked what they would like to do. Activities planned for summer term – quidditch and drumba.</p> <p>Active breaks monitoring added to school monitoring proforma for classes.</p> <p>Children more engaged/ready to learn (evidence from monitoring</p>	<p>Many clubs self-sustaining and run by school staff. Organise the activities which were due to be on but due to COVID-19 school was shut.</p> <p>Re-engage children with extra-curricular activities. Encourage attendance – reduce fees or make cost free to encourage parents in Autumn term.</p> <p>Re-train school staff in the Autumn term on the use of active breaks. Recap the ‘30 things for 30 active minutes’ document and recap – also important due to new staff in school.</p>	

<p>Change children’s mindset to be one of activity rather than one of a sedentary nature.</p> <p>Increase the opportunities for children to be active during non-structured out of school time.</p> <p>Training to support the theory behind the need for activity and ideas for staff to use in school.</p>	<p>Further utilise the skills of resilience, communication, initiative, leadership and organisation through PiXI Primary Edge to engage and inspire children and ensure they have the mindset to be physically active.</p> <p>Extended School Provision – improve integration between Forces and Civilian families during holidays using facilities installed last year. Aim to run activity clubs during at least 2 school holidays this academic year using school facilities.</p> <p>Run Youth Sport Trust Training at our school – accessed by school staff.</p>	<p>None</p> <p>None</p> <p>£1000</p>	<p>in school)</p> <p>Positive impact in all lessons across school – children completing their ‘Being Me The Best I Can Be’ books referring to skills including from MY PB. Impact on self-worth, value and mental health as well as academic progress.</p> <p>COVID-19 prevented Easter holiday club running.</p> <p>Courses organised across the year from staff from across the area – 8 courses organised. 6 courses ran before school closures each with 8-10 attendees including our school staff – 10 of our staff trained.</p>	<p>Focus on the characteristics we want to see from children on their return to school. Again, re-train staff in the use of the school’s policies and procedures – ensure consistency of approach. Reward the process.</p> <p>SUMMER HOLIDAY CLUBS TO RUN TO ENSURE SUPPORT FOR KEY WORKER CHILDREN THROUGH THE HOLIDAYS. Also, opportunity for those who have not been in school to be active and see their friends again in familiar surroundings.</p> <p>2020/2021 – re-organise the courses which were unable to run due to school closures (virtual if needed) and look at the options around further CPD for school staff – especially NQTs.</p>
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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:
				12 %
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:
Pupils see PE and sport as an integral and automatic part of their lives at school and at home, becoming more physically active.	Enter more competitions – allowing for more children to be involved. Celebrate <u>all</u> achievements in Friday’s ‘Special Time’ assembly (including those from out of school sports). Develop school ‘Sports Council’ to organise and promote activities across the school Active breaks throughout the day.	£1500 ‘competitions fee’ None None	2018/2019 – 90% of key stage 2 took part in competitive sport against other schools. (75% in 2017/2018) Children given regular physical activities to complete during ‘lockdown’. Completed North Yorkshire Sport’s Virtual Challenges and entered. Virtual athletics and tennis entered.	Aim to get back to these levels next year – provide a range of activities which encourage children to achieve and feel good about their achievements. Add more in to school assemblies to celebrate what children are doing – improve mental and physical well-being. Sports Council to re-launch.
Inter-weave physical activity into other curriculum areas, not just PE lessons so children can link the lessons learnt through sport and physical activity to all areas of their lives.	Develop the teaching of the skills of resilience, communication, initiative, leadership and organisation - through PiXI Primary Edge and My PB– putting PE, sport and activity at the forefront of children’s minds. Behaviour system and stickers introduced for frequent reference. Clear links between PE and other curriculum subjects –Maths of the Day.	None None	Ongoing before lockdown and a large part of the return to school for those who came back.	Active breaks to continue throughout the day every 20 – 30 minutes. Re-train staff in the use of Maths of the Day – Autumn term.

	Develop school vision and philosophy linked to PE and Sport and the benefits of this. Involve children, parents and governors – working party.	None		
Access Full day athlete visit through Youth Sport trust membership to inspire children	Organise visit(s) with clear focus for children to learn from	None	Not completed due to VOCID-19.	Membership renewed for 2020-2021. Reorganise visit from athlete with the aim of the same success as 2019.
Complete Youth Sport Trust Quality Mark with actions taken to further improve whole school improvement and outcome for children.	Complete quality mark with assistance from Regional Development Manager.	None	Completed – gold quality mark achieved.	Continue to work on the development areas – esp CPD to develop staff knowledge and confidence and re-validate when needed.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				62 %
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:
Develop the teaching of PE across the school so that children are confident and competent learners. Staff to work with sports coaches, secondary teachers and PE specialist trainees to become up-skilled so that the learning of children is impacted upon.	<p>Teacher confidence and skills survey to baseline and measure progress of actions.</p> <p>Use expert sports coach to guide teachers in teaching high quality lessons.</p> <p>Ensure staff work with sports coach and observe best practice.</p> <p>Organise and allocate staff onto YST national courses – Healthy Movers (FS), TOPS Gymnastics etc.</p>	<p>£7000</p> <p>£500</p>	<p>Children comment on the quality of their PE lessons with the sports coaches but also when their teacher is taking the sessions without the coach there. Demonstrates impact on the skills and confidence of the staff members.</p> <p>Courses organised across the year from staff from across the area – 8 courses organised. 6 courses ran before school closures each with 8-10 attendees including our school staff – 10 of our staff trained.</p>	<p>Continue to build on teacher skills and confidence next year in the same way. Focus on staff who require further CPD due to COVID-19 impact.</p> <p>Allocate as many staff as possible to the PE courses organised through the YST and any other external CPD which become available.</p>
Ensure staff are confident with the use of the schools PE assessment materials and can therefore plan and pitch lessons effectively knowing where children are at.	<p>Staff meeting time to look at specific actions with the assessments and links to planning.</p> <p>Observations and work alongside staff as well as specialist coaches to improve knowledge and confidence in using materials.</p>	None		

Provide a range of resources and associated training for staff to broaden their range of activities and resources and further support their teaching of PE. Develop the schools planning tools so that they are more thorough, provide additional information and give staff the confidence to continue to develop their teaching and teach high quality PE lessons.	Staff access materials and associated training through Youth Sport Trust membership and Swaledale Alliance Cluster. Investigate and purchase the use of CompletePE (partners with YST) as a comprehensive resource to achieve objectives.	None £2000	Resources made available to staff to support PE lessons. In school monitoring and feedback from staff shows impact on the quality of PE lessons. Staff confident with the use of Complete PE. Feedback positive as a comprehensive resource. COVID-19 prevented further development and training with the resource – carry over to 2020/2021	Resources now in school and being used – sustainable. Long term plans adapted to include Complete PE – resource well used so far. Continue to train and develop as next steps.
School swimming – improve the delivery of swimming and the progress and outcomes of children against NC expectations meaning they are capable of swimming the required distances and strokes.	Train 4 staff in being able to deliver school swimming.	£1000	4 staff members completed day 1 of training course. Day 2 scheduled for the end of March 2020 just as lockdown started. To be rearranged for autumn term.	Once day 2 is complete, plan school staff in to supporting school swimming. Eventually taking some group sessions.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
7 %

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:
Provide a range of activities which explore children’s interests and give a variety of experiences.	Explore the possibility of adding to the extra-curricular programme – questionnaire for children. Explore the possibility of purchasing equipment to support Paralympic/disability sport in school – provide a range of	£300 £200	High number of lunch time and after school clubs – 16. Would have been added to in the summer term – drumba and quidditch but due to COVID-19, this did not happen. Boccia attended by 12 children in	Sustain clubs in to 2020/2021 – add to offer by including drumba and quidditch. Run boccia again next year.

<p>Continue to offer a wide range of activities both within and outside of the curriculum to get more children involved.</p> <p>Focus particularly on those who do not take up additional PE and Sport opportunities.</p>	<p>activities. Run boccia again and investigate another.</p> <p>Drumba – following very successful day, look at purchasing equipment to run clubs for children and the wider community.</p> <p>Quidditch – following staff training, purchase equipment and run a club in the spring/summer terms.</p> <p>Access additional time with after school sports coach for a specific club for children to attend.</p>	<p>£10,000 (External funding bid)</p> <p>£200</p> <p>£500</p>	<p>the first half of the spring term. Some 'less active' children taking part.</p> <p>Bid unsuccessful but Drumba materials still bought – impact on the children and school available on separate document. School being used as evidence for a research paper in to the impact on children by university.</p> <p>Quidditch equipment bought for summer 2020 – unable to run due to COVID-19.</p> <p>Autumn term – extra lunchtime clubs for all children in ks2, especially targeted less active. 15 of these targeted children attended.</p> <p>Summer - Did not happen due to COVID-19.</p>	<p>Look to offer an inter school competition to help those less active compete.</p> <p>Continue to grow the strength of drumba – after school clubs and sessions for parents to attend.</p> <p>Introduce the activity, offer to children across key stage 2 in the autumn term.</p> <p>Again, offer similar multi sports clubs for children to attend. Train more playmakers to support their involvement in leadership of activity too.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9 %
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:
Engage more children in sport by providing opportunities regardless of their abilities.	Continue to be part of the Swaledale Cluster to increase opportunities for participation in competitive sport. Enter more competitions – allowing for more children to be involved.	£1000	2018/2019 – 90% of key stage 2 took part in competitive sport against other schools. Increase of 15% from 2017/2018 Winners of the area year 5/6 football 2020/2021 severely hampered by the impact of COVID-19.	2020/2021 – aim for the % of children involved in competitive sport to be 90%+ Attend the ‘SportsFest’ in Richmond as we did in 2019/2020 to increase the opportunities for competition for children.
Increase the desire of children to compete for school – become competitive at events with the greater aim of being successful.	Run ‘B’ and ‘C’ team competitions at our school for others to attend. Access other opportunities when available. Greater training and emphasis on tactics, increase the link to resilience and teamwork and develop individual skills so that school can be successful.	£500	School took part in North Yorkshire Sport’s Virtual events – coming 2 nd in the year 3/4 athletics, 3 rd in the year 5/6 athletics and 3 rd in the year 5/6 tennis. The school received 34 entries from children who took part at home and a further 47 entries from children who were in school.	Cycling competition dates organised – our school 16/5/21 inter school finals June 2021 (as we did this year)

Signed off by	
Head Teacher:	<i>D McDwarg</i>
Date:	17/07/20
Subject Leader:	<i>Neil Stundes</i>
Date:	17/07/20
Governor:	<i>Heavles</i>
Date:	17/07/20

Other actions of note...

- **Head Teacher Ambassador network meeting – Durham, October 2019**
- **Attend Youth Sport Trust National Conference – February 2019 and booked on for February 2020**
- **Continue to develop links with Youth Sport Trust and Swaledale Alliance, running CPD courses for staff across the area**
- **Winner of the North Yorkshire PE Premium Awards for Whole School Improvement 2019 – third year in a row.**
- **Attended International research project based around increasing the levels of MVPA children take part in – Leeds June 2019**