



# 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:

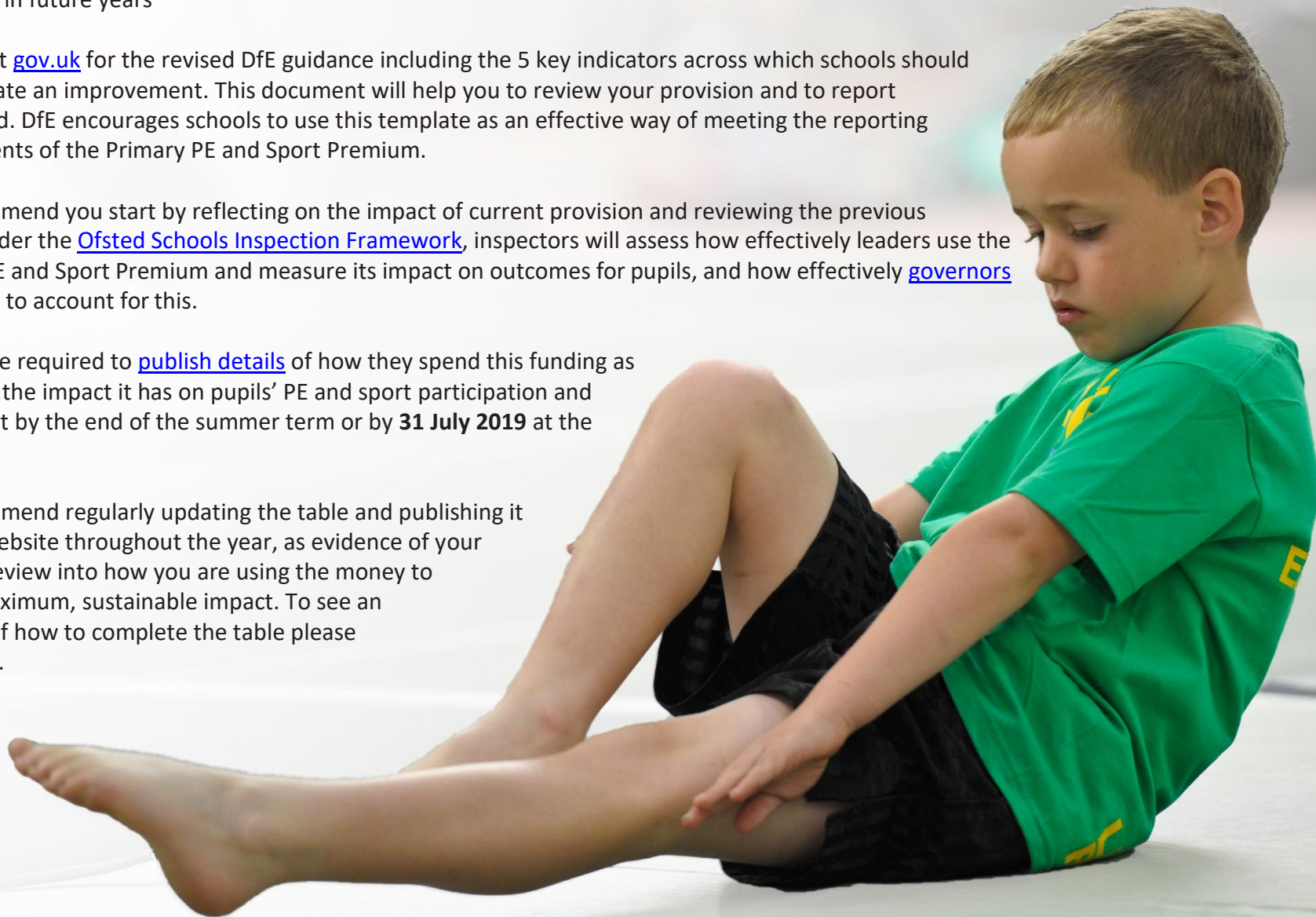
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>□ Spofforth is a fully active member of the Harrogate School Sports Partnership, frequently attending the main and small school sports fixtures (see blog for recent examples).</li> <li>□ Spofforth has an established link with 'Sporting Influence' who provide high quality professional development and team teaching in school as well as bespoke Sport &amp; Literacy programmes and 'Wednesday Night Competition Series' events (see blog for examples).</li> <li>□ Achievement of the Sainsbury's Gold School Games Award. This award recognises the high quality provision of active and competitive sport in school, links with sports clubs and participation in a wide range of sports.</li> <li>□ Equipment purchasing and replenishment ensures that the 'one each' principle of PE resourcing remains in all national curriculum PE activities.</li> <li>□ All teachers have access to regular team teaching alongside highly skilled and experienced sports coaches and specialist PE teachers.</li> <li>□ Funding has contributed to developing a wider range of after school extra-curricular provision for example introducing children to the new sport of tchoukball.</li> <li>□ Training staff within the Federation in key priority areas such as Gymnastics, Active Maths and the effective leadership of PE and school sport ensures the federation has access to effectively trained staff who can team teach and disseminate training to others.</li> <li>□ Investing in playground equipment and outdoor features that are long lasting ensures opportunities to be active at playtime will be available for many years after the allocation to fund them is spent.</li> </ul>	<ul style="list-style-type: none"> <li>□ Further investment in onsite facilities to meet Key Indicator 1. Development of a physical activity trail in main playground and also in the Early Years Outdoor area (access for all pupils in PE lessons also).</li> <li>□ Investment in OAA provision for lower KS2 and KS1 as often this is all focused around upper KS2 and earlier development would allow for greater progression and provision of broader experiences (KI4) from an earlier age.</li> <li>□ Provide resources owned by school to support teaching and learning of high quality PE lessons that can be used by staff independently. Ensure genuine sustainability in event of funding reducing or being withdrawn and current staff (who have accessed many team teaching and other professional development opportunities) moving to other posts.</li> <li>□ More 'targeted' approach to competition entry making more effective use of data gathered on pupils participation. Provide opportunities to compete in a wider range of non-traditional sports/activities to increase participation of those pupils identified as not participating as frequently.</li> <li>□ Extend training opportunities to staff who supervise pupils at playtime and lunchtime to help develop provision at playtime and lunchtime to impact on Key Indicator I1.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	21/22 - 95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	21/22 - 95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	21/22 - 95%
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.

Spofforth CE Primary School Academic Year: 2018/19		Total fund allocated: £16,900		Date Updated: July 2019					
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:			
						£3600 20%			
School focus with clarity on intended <b>impact on pupils</b> :		Actions to achieve:		Funding allocated:		Evidence and impact:		Sustainability and suggested next steps:	
Increase the number of pupils undertaking sustained physical activity during playtime and lunchtime breaks.		Train staff on Youth Sport Trust Project Active 30:30 Identify and train Active 30:30 ambassadors for each class Train staff who supervise at playtime and lunchtime in how to encourage activity using school resources.  Replace damaged and worn out equipment including trim trail repair.  Specialist coach 1 lunchtime per week to model and provide support to staff and pupils.		£600 Subject leader release time to oversee project and 30:30 Hoodies for ambassadors          £2000K          £1000		All classes have 30:30 ambassadors. Staff have understanding of the importance of promoting the 30 minutes physical activity in school including incorporating short burst of movement within lessons. Children regularly leading and taking part in sort burst physical breaks. Staff engage more effectively encouraging children to undertake a range of activities. All equipment available for use. Regular modelling to children and other staff. Building of relationships between children and coach,		Create a forum for children to share active 30:30 ideas to help maintain the profile.  Look at ways of introducing element of competition into playtime and lunchtime activity.  Look at possibility of activity before school.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement								Percentage of total allocation:	
								£1500 9%	
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>Pupils and parents to be more aware of opportunities and developments in relation to school sport &amp; PE.</p> <p>Parents to be more aware of the 'target within Key Indicator 1.</p> <p>Provide high quality sporting experiences for pupils that motivate and inspire children.</p>	<p>Weekly website blog in relation to an element of PE and School Sport. Reference to blog on weekly newsletter Incorporate PE and school sport activities into sharing assemblies Design a specific 'Marvellous ME' physical activity badge to raise awareness to parents and to motivate children to be more active at playtime.</p> <p>All Year 5&amp;6 pupils to take part in Cricket in the Classroom experience at Yorkshire County Cricket Club.</p> <p>G&amp;T Cricket day in Bradford with Chance to Shine and YCC</p>	<p>£500 Admin time</p> <p>£100 subject leader time</p> <p>£500 Planning time and transport costs, course fee costs</p> <p>£400 Planning time and transport costs, course fee costs</p>	<p>Examples of website. Parent comments and feedback. High club uptake all sports clubs filled with waiting lists. High levels of interest in representing school sports teams.</p> <p>Reviews from children very positive regarding both experiences. High uptake for cricket team. School team won the partnership small school competition.</p>	<p>Many of these strategies sustainable year on year.</p> <p>Look at opportunities to bring events into school as well as trips as this is a chance to impact on larger numbers of children when hosted in school.</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:
				£6000 34%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide INSET training on the use of the resources that staff can use without the need for specialist coaches.	'Real PE' – Purchase of 'Real PE' scheme and staff training including supply cover for release. (K12 & K13)	£3000	Vast majority of teachers have accessed this training and now have the resources in school to use to teach PE using this approach. Staff feedback very positive regarding the approach and those trained feel able to implement.	Still need to train staff who missed training or who have joined since. Follow up support also via release to observe at schools who have this provision embedded
KS2 Sports numeracy programme for Yr4&5 group.	KS2 Sports numeracy programme team taught between coach and TA	£1250	TA developed ideas of how to incorporate physical activity into maths learning – ideas to apply in other lessons	TA now left so would need to repeat with another member of staff.
Provide team teaching opportunities for teachers to work alongside and team teach with sports coach.	Half day a week for half term coach to team-teach.	£1750	Very positive feedback from teachers increased confidence levels	Often needs repeating with new staff joining or staff feeling deskilled after maternity absences.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£1350 9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Broaden the range of PE and school sport experiences available to pupils throughout each academic year, introducing more OAA opportunities in lower KS2.	Nell Bank Visit for Year 3&4. OAA day for Yr3&4.	£600 visit costs including instructors and transport.	All pupils participated and enjoyed the opportunity and experience. Children have opportunity to experience something they might otherwise not. Ideas for staff to use in school.	Annual event in diary – would need to ask for parent contributions if funding not present.
Develop and increase opportunities to participate and compete in non-traditional sports/activities.	Tchoukball (K1 4 & 5) Hold intra School Tchoukball day for all pupils in KS1 & KS2.  Hold OAA workshop sessions for all Yr6 pupils attending the rural schools transition day.	£250 release time  OAA coach planning and delivery time £500	Tchoukball become popular alternative sport, high uptake for competition series.  Very positive feedback for all children participating. Resources now available for future use by staff in school – can be adapted for different year groups.	Resources in school to deliver. Need to train more staff as one of two staff members most familiar has now left.  Resources available or future use.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£5000 28%



School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increased participation in competitive sport at intra and inter school level.</p> <p>Develop a more systematic approach to this keeping clear records for all pupils and use these to create targeted opportunities for pupils.</p> <p>Release for teacher with Gymnastics qualification (funded in previous year) to prepare and accompany children to gymnastics competition</p>	<p>Harrogate School Sports Partnership</p> <p>Contribution to running partnership mini bus</p> <p>SL Competition Series</p> <p>Cover for staff attending sports fixtures including</p> <p>Youth Sport Games finals July 2019</p> <p>SL &amp; Learning Partnership additional targeted fixtures.</p> <p>5 time SL and admin time to track participation and target additional fixtures plus admin of fixtures</p>	<p>£1400</p> <p>£1600</p> <p>£750</p> <p>£1000</p> <p>£250</p>	<p>90% children represented their school in at least one event with 50% children representing school on more than 2 occasions.</p> <p>Cricket team and Quick Sticks Hockey team both won partnership events.</p> <p>New fixtures against school previously not played</p> <p>Fixtures between Federation schools achieved this year – new addition.</p>	<p>Partnership and Links with Sporting influence mean fixtures are getting</p> <p>Train further mini bus drivers as due to maternity and staff leaving there is only 1 current driver.</p>