

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
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Created by



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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 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"> ❑ 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). ❑ Spofforth has an established link with 'Sporting Influence' who provide high quality professional development and team teaching in school as well as bespoke Sport & Literacy programmes and 'Wednesday Night Competition Series' events (see blog for examples). ❑ 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. ❑ Equipment purchasing and replenishment ensures that the 'one each' principle of PE resourcing remains in all national curriculum PE activities. ❑ All teachers have access to regular team teaching alongside highly skilled and experienced sports coaches and specialist PE teachers. ❑ Funding has contributed to developing a wider range of after school extra-curricular provision for example introducing children to the new sport of tchoukball. ❑ 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. ❑ 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. ❑ Access to school mini bus to facilitate increased access to offsite opportunities. 	<ul style="list-style-type: none"> ❑ 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). ❑ 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 (K14) from an earlier age. ❑ 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. ❑ 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. ❑ 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 ❑ Improved VFM by looking to recruit own specialist staff rather than third party. ❑ Improved consistency of high-quality curriculum implementation of PE curriculum including assessment.

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	13/14 – 93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	13/14 – 93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	13/14 – 93%
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?	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: 2019/2020		Total fund allocated: £17050	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: £200 – 1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Increase the number of pupils undertaking sustained physical activity during playtime and lunchtime breaks.</p> <p>Increase the frequency of short bursts of physical activity and movement during the school day.</p>	<p>Active 30:30 ambassadors for each class.</p> <p>Train staff who supervise at playtime and lunchtime in how to encourage activity using school resources.</p> <p>Replace damaged and worn out equipment.</p> <p>Specialist coach 1 lunchtime per week to model and provide support to staff and pupils.</p> <p>Staff awareness of short burst 30:30 activities plus alternatives so has Joe Wicks 5 and 8 minute routines.</p>	<p>£200 Subject leader release time to oversee project and 30:30 Hoodies for ambassadors</p> <p>Built into coach costs in K13</p> <p>Nil</p>	<p>All classes have 30:30 ambassadors.</p> <p>Staff have understanding of the importance of promoting the 30 minutes physical activity in school including incorporating short burst of movement within lessons.</p> <p>Children regularly leading and taking part in sort burst physical breaks.</p> <p>Staff engage more effectively encouraging children to undertake a range of activities.</p> <p>All equipment available for use.</p> <p>Regular modelling to children and other staff.</p> <p>Building of relationships between children and coach,</p>	<p>Create a forum for children to share active 30:30 ideas to help maintain the profile.</p> <p>Look at ways of introducing element of competition into playtime and lunchtime activity.</p> <p>Look at possibility of activity before school.</p> <p>Look at access training for MDS via Sports Partnership.</p> <p>Recruitment of HLTA for PE and school sport.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £600 3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils and parents to be more aware of opportunities and developments in relation to school sport & PE.	Reference to PE and school sport activities and events on weekly newsletter. Incorporate PE and school sport activities into sharing assemblies	£500 Admin time	Planned parent survey focused on COVID issues so need to re-visit.	Survey parents on this aspect.
Parents to be more aware of the 'target within Key Indicator 1.	Design a specific 'Marvellous ME' physical activity badge to raise awareness to parents and to motivate children to be more active at playtime.	£100 subject leader time	Not yet fully complete due to COVID	Range of M ME badges for taking being active and also competing or joining clubs.
Provide high quality sporting experiences for pupils that motivate and inspire children.	All Year 5&6 pupils to take part in Cricket in the Classroom experience at Yorkshire County Cricket Club. G&T Cricket day in Bradford with Chance to Shine and YCC	£500 Planning time and transport costs, course fee costs £400 Planning time and transport costs, course fee costs	This was planned and booked in the autumn of 2019 for summer of 2020 but could not take place due to COVID.	Relationship with YCC continues and will look to re-establish this programme when able.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£12,500 73 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provide ongoing training and visits to observe collages in other schools on the use of the REAL PE resources that staff can use without the need for specialist coaches.</p> <p>Annual subscription to REAL PE learning platform that provides support guidance for staff including video clips to use in lessons to model high quality</p> <p>Provide team teaching opportunities for teachers to work alongside and team teach with sports coach.</p> <p>Provide team teaching opportunities in gymnastics with qualified gymnastics coach.</p> <p>Develop high quality clear curriculum sequence ensuring progression across the curriculum.</p>	<p>'Real PE' – Subscription to REAL PE and staff training including supply cover for release. (K12 & K13)</p> <p>Purchase subscription</p> <p>Sports Coach - one and a half days a week for full year term to team-teach alongside school staff</p> <p>Release time for member of staff who is qualified gymnastics coach to support and team teach other staff.</p> <p>2 days release to develop curriculum sequence</p>	<p>£500</p> <p>£600</p> <p>£10,500</p> <p>£500</p> <p>£400</p>	<p>Positive feedback from staff see training evaluation forms. Increased confidence in use of resources.</p> <p>Positive feedback from staff and children. Evidence of use in lessons to provide high quality examples.</p> <p>Positive feedback from staff and children on lessons. Starting to develop PE journals.</p> <p>Positive feedback from staff, evidence of improved confidence from staff in teaching gymnastics.</p>	<p>A very helpful and useful resource. It is with continuing to implement this and maintain the subscription. Adaption needed for mixed age classes. Subject leader will need further time to explore.</p> <p>Further develop use of journals and also knowledge organisers. Look to recruit to this role direct rather than third party.</p> <p>Further work needed to embed this and ensure balance of REAL PE and lessons to develop knowledge and skills for competitive sports.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£600 3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Broaden the range of PE and school sport experiences available to pupils throughout each academic year, introducing more OAA opportunities in lower KS2.</p> <p>Develop and increase opportunities to participate and compete in non-traditional sports/activities.</p>	<p>Nell Bank Visit for Year 3&4. OAA day for Yr3&4.</p> <p>Hold OAA workshop sessions for all Yr6 pupils attending the rural schools transition day.</p>	<p>£600 visit costs including instructors and transport.</p> <p>OAA coach planning and delivery time £500</p>	<p>All children participate and take part in full day of OAA.</p> <p>Due to COVID the transition day could not take place.</p>	<p>Continue</p> <p>Re-establish for 2020-2021</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£3950 20%
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 by increasing number of opportunities and removing barriers to taking part.</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>Host virtual sports day for children not returned in summer term due to COVID restrictions</p>	<p>Harrogate School Sports Partnership Subscription to competitions.</p> <p>Minibus costs for year.</p> <p>Sporting influence Competition Series</p> <p>Cover for staff attending sports fixtures including SL & Learning Partnership additional targeted fixtures.</p> <p>SL time SL and admin time to track participation and target additional fixtures plus admin of fixtures</p> <p>Subject leader release time to organise and arrange virtual Sports Day during COVID closures</p>	<p>£1400</p> <p>£1600</p> <p>£250</p> <p>£500</p> <p>Built into admin time</p> <p>£200</p>	<p>Building a clearer picture of levels of participation and groups.</p> <p>High levels 95%+ participation from children.</p>	<p>Provide good variety and opportunity. Will need to review how competitions are delivered in light of COVID as unlikely they will continue in usual form for at least the first part of the next academic year.</p> <p>Mini bus lease due for review December 2020.</p> <p>Re-establishing after COVID and build in Marv ME badges which can also be monitored.</p>