

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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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](#).

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
• Broader range of sports being played. • Increased number of children who represented the school and participated in competitive cluster tournaments outside of school time. • Improved experience for children PE sessions through the use of sports coaching. • Daily challenges/Daily Mile for the children to complete to ensure they are meeting the daily amount of exercise. • Improved numbers of girls participating in football through Leeds Wildcats Programme. • High number of children taking part in sporting activities after school clubs. • Continued attendance at local cluster meetings for Key Stage One and Two. • The School Gym and new playground facilities which have been used.	• Improve participation in break and lunch sports groups. • Improve percentage of CPD for staff. • Increase the use of local community clubs to create links. •

Meeting national curriculum requirements for swimming and water safety.	
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.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	42%
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: £		Date Updated:		
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:	
				%	
I n t e n t	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:
All children will engage in high quality PE sessions throughout the week.	Tecnica Sports Coaching.		£3,524.00	All children were able to take part in high quality PE sessions, which enabled them to develop their basic skills to use these more confidently.	To continue with these high quality PE sessions, to develop the children’s basic skills and confidence in their own abilities.
Improve the playtime facilities to encourage	Three way shooter Football nets Scooters		£1170.00 £1,057.54 £2,245.00	All children were given greater opportunities to participate in sport at break and lunch times.	To develop the school field and playground even more to offer more opportunities to the children.

students to be involved in more sport. Giving the children an opportunity to take part in a range of different sports that will benefit them physically in their own confidence and abilities.				Create a rota for sports leaders to organise activities consistently across the week.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
I n t e n t	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:

Increase in sports equipment to encourage more children to participate in sport.	Various different sporting equipment to improve confidence in themselves and the teachers can teach to improve the children's skills. More children to participate in sport throughout the school.	£5,081.79	All children were given the opportunity to use the new PE equipment and all was age appropriate from EYFS to KS2.	To ensure all the children have access to the different equipment, to enhance and develop their skills and understanding of how the skills we have learnt can be used in another sport.
Increase number of extra-curricular clubs.	Various number of extra – curricular clubs offered to children throughout the year too experience new skills amongst their friends.		Children were able to expand their knowledge of different games and replicate these into game situations. They were also able to expand their basic skills and were able to apply these across a range of different sports.	Carry on offering children sports club which will widen their knowledge of a sports, let them carry on developing their skills and implementing these throughout a range of different sports and deepen their understanding of tactics of a game.

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
External coaches to work alongside both the class teacher and especially the T.A's to share and demonstrate the high quality of a PE session. Teachers continue to lead sessions alongside external coach to help improve confidence and knowledge of skills.	Active Maths and English/Skills 2 Skip - East Riding School Sport Partnership. Tecnica Coaching -	£250 £3,542.00	Teachers and TA's have developed their knowledge of how to create a high quality PE session for the children whilst incorporating Maths and English into it. Teachers have developed confidence and a knowledge of skills through working with Tecnica, to ensure children are developing the skills which they require.	Teachers to work alongside each other to create and implement high quality Pe sessions throughout their weekly PE lessons to enhance the development of children's skills and knowledge. Teachers to continue to work alongside the external coach to ensure the lessons that are High quality and are suitable to develop the children's ability in PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Ensuring life skills are met for the younger children of the school.	First Step Cycle	£495.00	Younger children have developed basic skills of how to balance on a bike before learning how to ride their bike.	For the KS1 children, that the First Step Cycle training carries on to ensure children are still learning and developing these skills. Children in KS2 will develop their bike skills through Bikeability.
Ensuring new opportunities and experiences are being offered to the children Key Stage Two.	Leeds Wildcats Girls Training First Step Wild-sports Olympic Workshop Swimming Bikeability Yorkshire Cricket		Children have been offered the chance of experiencing first hand new sports and skills to develop. This has improved children's confidence in themselves, an increased number of children have begun taking part in these sports in and out of school, the reputation of these sports have increased in school and have given the children experiences which they may not have accessed out of school.	Children will be offered a number of different new and exciting opportunities alongside the continuation of previous successful opportunities which the children have taken part in this year. The school will reach out to local community groups to showcase the opportunities that the children have on their doorstep.
Cricket training for Key Stage One children.	East Riding School Sport Partnership.		The children have accessed training out of school along with schools from the cluster. They have developed skills such as throwing and catching in unison, their communication skills along with their ability to work as a individual, in pairs or as a team.	For the Key Stage One children to have the opportunity to work alongside a local sports team on a consistent basis to ensure development of skills through training.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
I n t e n t	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:
Host competitive competitions for KS2 through different sports against surrounding and neighbouring schools	East Riding School Sport Partnership.	£250	To increase participation in sports and raise awareness of the values of the sport and working as a team.	To ensure more competitions are held at Pollington over the course of next year to build positive relationships with school in our cluster and hopefully outside of the cluster.
KS1 children to take part in non competitive sporting activities	Tecnica Coaching/ Cricket Training/Skills 2 Skip – East Riding School Sport Partnership East Riding School Sport Partnership		Children have learnt and embedded basic skills which they can use across a number of different sports. A number of key stage two children, have participated in a range of different sports over the course of this year. Around 80% of children in	For the children to start to embed these basic skills in a competitive game situation in school and through the use of daily challenges. To increase % of children in Key Stage Two next year to ensure

School to have taken part in different cluster tournaments throughout the year, with a different range of pupils taking part.			Key Stage 2 have represented the school this year.	everyone has the chance to experience this as a child.
				Total 8,392

Signed off by	
Head Teacher:	Susie Arnold
Date:	July 20
Subject Leader:	Patrick Guest
Date:	July 20
Governor:	Sarah Woodward
Date:	TBC