

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
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 **31<sup>st</sup> July 2021** 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 2021. 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 2021:	Areas for further improvement and baseline evidence of need:
<p>Through our partnership with York School Sports Network (YSSN) we receive mentoring for our teachers which consists of each teacher receiving a lesson a week (1 hour) for a half term. This is delivered in school, using our equipment with our pupils ensuring new ideas are transferable to our schools setting. We access after school clubs (playleaders/ football- only run these this year due to restrictions), and links to community clubs such as York Athletics Club, Wiggington tennis club, York City and Haxby Netball club. All of our pupils had access to intra/ inter school virtual competitions. We have accessed 8 different virtual sports competitions throughout the organised through YSSN. We completed the School Games Mark every year and in 2019 we achieved the <i>Gold mark</i> for the very first time. Due to covid 19 the games mark has been put on hold and so we still maintain our Gold status. We are continuing to raise the profile of PE and sport within our school in order to maintain our high status and gold mark. The PE Specialist also trains our year 5 pupils to become play leaders who help us provide an active playground and contribute to the 60 minutes physical activity per day target. YSSN connects us to Governing Bodies such as ECB with Chance to Shine and the FA through the FA skills programme. This allows us access to CPD and sporting opportunities.</p> <p>At the end of the last academic year through using Koboca, we have engaged with parents, pupils, and teachers to complete a physical activity profile for each of our pupils. We can identify the least active pupils, enable student voice to influence extra-curricular provision, ensure all pupils have the opportunity to represent school in competition and identify the community clubs our pupils go too, to further enhance school club links. The profiles allow us to specifically target groups of pupils who will benefit most, and provide activities and competitions in the most popular activities to engage the majority. This is something that we will continue to do throughout the next academic year. We intended that this academic year KS2 would complete the nutrition survey which would give us an insight into the dietary requirements of our students. Due to the unprecedented circumstances this did not take place but will be</p>	<p>Ensure our school takes advantage of all the sports competitions feeding into the school games.</p> <p>Encourage all children of different ages and abilities to participate in clubs, lessons and active playtimes/ lunchtime activities offered.</p> <p>Provide children across the school to enjoy fun active sessions/ days provided by school.</p> <p>Baseline evidence of need is collected through the Koboca survey every September and impact measured through an additional survey in the summer term (this will take place in September, due to Covid 19, this did not happen in the summer term)</p>

completed in the autumn term.	
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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? <b>N.B.</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.	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69%
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 due to the pandemic

## 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £ 18,784		<b>Date Updated:</b> April 2021	
<b>Key indicator 1:</b> 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: 28%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<ul style="list-style-type: none"> <li>● Improve physical activity levels in all children but also our most inactive pupils, especially due to the pandemic.</li> <li>● To enthuse children’s love of physical activity and give them the confidence to move on to regular extra-curricular and community clubs to ensure lifelong participation.</li> <li>● Ensure breaks and lunchtimes have the option of active play. Encourage pupils to take part to achieve the CMO guidelines</li> <li>● To become involved in virtual competitions to continue the enthusiasm for competition.</li> </ul>		<ul style="list-style-type: none"> <li>● Introduce the new REAL PE scheme to children and staff to have training.</li> <li>● All Pupils in school to take survey to identify physical activity levels and activities they would like to try. Engage pupils not meeting the CMO guidelines by providing activities they have requested.</li> <li>● Buying new schemes to develop activity during remote education- yoga, dance and REAL PE home.</li> <li>● Continuation of the PE specialist upskilling teachers to ensure up to date training and learning of new skills.</li> <li>● REAL PE- Implement the</li> </ul>		£4995.00- Creative development – REAL PE. Paid for the next steps package which takes us up to March 2024.  Playground equipment bought for key worker children- £202.75	
				<ul style="list-style-type: none"> <li>● Children exciting by being taught PE with a different approach.</li> <li>● Koboca survey completed by all students to determine their activity levels.</li> <li>● Mile a day marking sprayed onto playground in April 2020.</li> <li>● Lunchtimes activities provided through Midday supervisors encouraging active play.</li> <li>● Children are aware that they have access to PE resources at home which was linked to the weekly remote education- REAL PE Home/ yoga/ dance programmes.</li> </ul>	
				£ 5,197.75  Sustainability and suggested next steps: <ul style="list-style-type: none"> <li>● Development of the playground. Put on hold due to the pandemic.</li> <li>● Continued mentoring in school for staff on the REAL PE scheme.</li> <li>● Next academic year total sports to deliver target specific lessons to develop inactivity and mental health.</li> <li>● Work on children’s wellbeing and mental health through physical activity.</li> </ul>	



	<p>scheme which develops the whole child through a holistic approach but focuses on the fundamental movement skills.</p> <ul style="list-style-type: none"> <li>● PE / play equipment to be available to all children at playtimes (EYFS, KS1 and KS2 children). Each class has an allocated tub of resources. New equipment purchased, specifically after schools reopening so that every class had access to PE equipment without crossing bubbles.</li> <li>● Work with MSA's to encourage children to be active and involved in games.</li> <li>● Playground markings sprayed on to encourage active playtimes (daily mile).</li> <li>● Purchased equipment to take part in virtual competitions.</li> </ul>		<ul style="list-style-type: none"> <li>● Children had access to virtual competitions as part of the remote education to continue to promote physical activity as well as competition which could of being taken part with all family members.</li> </ul>	
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	61%

Intent	Implementation	Impact	£8,500.50 + £3000
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:

<ul style="list-style-type: none"> <li>● Ensure pupils are healthy, active and happy students.</li> <li>● Develop and enhance leadership, communication and origination skills in young people.</li> <li>● Build confidence and feeling of belonging to the school through ensuring pupils represent the school in some form.</li> <li>● Provide a variety of different sports and clubs that appeals to children of different ages and abilities.</li> <li>● Focus on the skills of physical activity that then leads into sports- REAL PE</li> <li>● Provision of fun days to engage children in different physical opportunities and experiences.</li> <li>● Promotion on website showing clubs, school successes and fun days organised.</li> <li>● Displays around school promoting sports successes, Fun days, play leaders and school games mark.</li> <li>● Trophies and medals displayed in the front entrance.</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction of REAL PE, giving children a fun, different way of learning skills. Building confidence by giving control of learning to the children to develop a holistic child.</li> <li>● REAL PE has REAL leaders which will be introduced in the autumn term 2021 when hopefully mixing of bubbles can take place.</li> <li>● REAL play to be introduced in the autumn term when parents can be invited in to complete real play training from EYFS to encourage parents to be active with their children at home.</li> <li>● Introduced REAL Home where all children received a log in to the scheme to complete at home and weekly instructions on the remote education task sheet. This can also be linked to lessons in school and homework tasks given.</li> </ul>	<p>YSSN money</p> <ul style="list-style-type: none"> <li>● £ 8,458.00</li> <li>● Advanced payment of £3000 paid towards YSSN for the next academic year 2021-2022</li> </ul> <p>-Real PE posters- £42.50 demonstrate the skills to match the scheme.</p>	<ul style="list-style-type: none"> <li>● Know how to move onto their next steps in regards to skills.</li> <li>● Promoted clubs on website and school success from virtual competitions.</li> <li>● Promoted PE at home from the virtual competitions, REAL PE home log- ins for each individual child, yoga programme and dance scheme.</li> <li>● Posters erected in the hall to show progression of REAL PE skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Continuation with raising the profile through competitions, website, displays, interactions with parents and fun days.</li> <li>● Enter as many competitions as we can when full opening occurs.</li> <li>● Provide more digital sporting competition results on the school website.</li> <li>● Tweet pictures of sporting activities carried out by school.</li> <li>● Introduce PLAY LEADERS from real PE.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Included above%
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:
<ul style="list-style-type: none"> <li>● Improve the knowledge and skills of staff in teaching PE to ensure high quality PE Lessons</li> <li>● Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity</li> </ul>	<ul style="list-style-type: none"> <li>● Staff to be mentored and peer teaching with a PE specialist for at least a half term every week in area of PE of their choice.</li> <li>PE Lead attended three half day CPD courses about the REAL PE scheme.</li> <li>● Teachers CPD for REAL PE scheme in October and February on the scheme and how to implement it.</li> <li>● Chance to shine cricket mentoring given to four members of staff in the summer term to develop knowledge and confidence in cricket- part of the YSSN costing.</li> <li>● PE Lead to attend PLT meetings at the end of each academic year to be informed of any up to date initiatives, training and competitions.</li> <li>● Use data from top requested activities from survey to shape</li> </ul>	<p>YSSN costings as above</p> <p>REAL PE costings as above.</p>	<ul style="list-style-type: none"> <li>● High quality lessons delivered in engaging activities. Happy engaged pupils. All teachers complete impact forms with class as evidence of their experience with the mentoring and photo evidence. Staff's knowledge and confidence increased in specific areas of PE focused on throughout the half term.</li> <li>● All staff received REAL PE CPD training in October 20 and February 21.</li> <li>● All teacher implementing the REAL PE scheme to increase familiarity and confidence. Also raising the profile with pupils.</li> <li>● High quality lesson plans provided by PE Specialists this can be shared.</li> <li>● Feedback from pupils and evidenced on impact forms.</li> <li>● Staff complete PE questionnaire at the end of each academic year which provides evidence of knowledge/ confidence increase.</li> <li>● Staff completed baseline survey to show confidence in REAL PE at the beginning and will complete</li> </ul>	<ul style="list-style-type: none"> <li>● Renew buy-in at element 2/3 through YSSN (possible new package of full days).</li> <li>● More in school mentoring to take place for REAL PE. Staff to work with mentor and children.</li> <li>● CPD courses available for staff on REAL PE – foundations, play leaders, real dance or real gym.</li> <li>● CPD for all staff in the autumn term for REAL GYM.</li> </ul>



	<p>training for teachers to ensure high quality lessons and clubs are provided in activities that interest pupils. Ensure staff are confident to deliver activities requested by pupils. Use Sports Premium where appropriate to provide training.</p> <ul style="list-style-type: none"> <li>● Send staff of CPD training courses available for REAL PE which is included in the legacy package. EYFS teacher attended virtual training on REAL Foundations (EYFS side of the programme)/ Year 5 teacher attended virtual training for REAL Dance in June.</li> <li>● In school mentoring taken place for staff to fully understand the implementation of the REAL PE scheme and how it works. (2 full days working with all members of staff and the children, included in the legacy package).</li> </ul>		<p>again later in the year to show impact.</p> <ul style="list-style-type: none"> <li>● REAL Legacy impact form started to be completed that shows all children’s pupil voice regarding PE and will be completed again to show the impact.</li> </ul>	
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<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 8%</p>
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Intent	Implementation		Impact	£1,530.95
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p>

<p>what they need to learn and to consolidate through practice:</p>			<p>changed?:</p>	
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>● Identify which activities pupils would like to try. Ensure our school are providing activities that will engage the most pupils as well as the least active.</li> <li>● Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school- When allowed.</li> </ul> <p>Access sports through YSSN which are currently offered through school virtual competitions at present.</p> <ul style="list-style-type: none"> <li>- Competition calendar &amp; lessons. Engage children in different sports and experience and different sporting opportunities- fun days – Virtual competitions this year.</li> <li>- Take part in sporting opportunities offered to the school.</li> <li>- Introduction of the REAL PE skills based approach.</li> </ul>	<ul style="list-style-type: none"> <li>● All Pupils to complete survey to establish most popular sports done through PE questionnaire using Koboca survey information. Top sports identified try to provide as a club or with curriculum.</li> <li>● Identify local clubs in the area where pupils attend and promote clubs to offer a wide range of external opportunities.</li> <li>● Purchased dance scheme.</li> <li>● Purchased yoga scheme.</li> <li>● Fun days booked on May 19<sup>th</sup> for EYFS/KS1- hula hooping and May 20<sup>th</sup> for KS2 – Street dancing.</li> <li>● Archery and curling equipment purchased providing children will new opportunities and sports.</li> </ul>	<p>£100 dance scheme £20.00 yoga scheme allowing children to access a variety of different sports at home during the school closure and as part of remote education.</p> <p>Curling- 229.98 Archery – 249.99 Tri- golf- 139.99- virtual competition resources.</p> <p>Fun days booked in May for the whole school. £395.00- hula hooping- EYFS/ KS1 £395.99- Street dancing- KS2</p>	<ul style="list-style-type: none"> <li>● Koboca survey filled out for this year. <ul style="list-style-type: none"> <li>● Took part in virtual competitions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Renew buy in at element 2/3 through YSSN.</li> <li>● Complete Koboca Survey every year to allow student voice to influence our extra-curricular sports program and PE leader to continue to complete PE questionnaires.</li> <li>● Update the noticeboard to advertise new activities and sports in York.</li> <li>● Research new clubs and opportunities for children suggested through surveys.</li> <li>● Community clubs advertised on school notice board.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				28%
Intent	Implementation		Impact	£528.43
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:
<ul style="list-style-type: none"> <li>Ensure all pupils receive the opportunity to represent school in competition.</li> </ul>	<ul style="list-style-type: none"> <li>Virtual competitions throughout the lockdown for all year groups. Provide pupils with the opportunity to access competition through the school games. Lots of additional competitions were put in place and added to the remote education homework for children to access at home.</li> <li>All Pupils to complete survey to establish which pupils have not represented the school in sport. Work with these pupils to ensure they are given this opportunity if wanted.</li> </ul>	<p>Bought new PE equipment to facilitate lessons delivered by staff and virtual competitions that have been run in school for key worker children.</p> <p>New equipment - £528.43</p>	<p>Virtual competitions carried out throughout the year- cross country, tri-golf, toilet roll challenge, football, skipping, multi-skills and athletics.</p>	<ul style="list-style-type: none"> <li>Renew buy in at element 2/3 through YSSN.</li> <li>Complete Survey every year to monitor % of pupils representing school in competitive sport and allow us to identify those that have not.</li> </ul> <p>Continue to offer swimming to year 5 and 6 children who cannot swim, start this next academic year due to school closure this did not happen this academic year.</p>

Signed off by	
Head Teacher:	<i>E Clark</i>
Date:	22 <sup>nd</sup> July 2021
Subject Leader:	Jennie Atkinson
Date:	20 <sup>th</sup> July 2021



Governor:	<i>Scott Jones</i>
Date:	23 <sup>rd</sup> July 2021