



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

St Richard's VCA
April 2018



Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. We recommend regularly updating the table and publishing it on your website 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"> *Monitoring identifies an increase in teacher confidence in delivering a high quality PE curriculum *Lesson scrutiny demonstrates an increase in quality provision which should be shown through levels of progress pupils and the data collection point *There has been a significant increase in pupils participating in extracurricular clubs (see monitoring for figures) *Increased opportunities for competitive sport *Introduction of active lessons in the curriculum | <ul style="list-style-type: none"> *Additional staff development in active lessons and modelled curriculum provision to ensure sustainability moving forward. Only 20% of staff currently trained in active lesson provision. *Increase the numbers of pupils participating further in competitive sport *Introduce further provision wider than PE curriculum to increase active time |

| 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? | 95% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 80% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 72% |
| 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 |

*Schools may wish to provide this information in April, just before the publication deadline.

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.

| Academic Year: 2017/18 | | Total fund allocated: £19, 080 | | Date Updated: April 2018 | |
|---|---|--------------------------------|--|---|--|
| 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: 20% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| -Ensure that pupils access two full hours of quality PE provision in school every week. | -CPD to support quality of provision to able maximum activity during sessions/lessons | £800 | -Staff support through CPD in and outside of school, teachers record impact of CPD evidence forms | -Share CPD with others wider than own year group/phase | |
| -Increase levels of activity through the use of an active curriculum, ensure additional time of physical activity on top of PE curriculum time | -Resources to support active learning -Pay for any additional cost for active training | £100 | -Active learning working well and teachers reporting pupil enjoyment and engagement in activities, also resulting in improved academic outcomes (particularly in SPAG) | -More staff to attend specific training. Moving this into key stage one, using key stage 2 as a model | |
| -Increase levels of active pupils across lunchtime period and at the start of the school day (wider than PE curriculum time) | -Employing sports coaches through lunchtimes to raise the standard of active provision and the time pupils are active for (summer term) | £2500 | -Increase in pupils active over lunchtime periods and outside of PE time (To be seen) | -Take the next step: training own lunchtime staff to deliver high quality physical activity | |
| -Increase and improve quality of equipment used in school to enable increase in active work | -Purchase of new equipment to replace worn out resources to ensure additional active work is able to take place | £50 | -Percentage increase of pupils accessing active learning through use of new equipment | -Equipment used further across the curriculum and age groups. Share good practice with others | |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|--------------------|---|---|
| | | | | 5% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| -Raise the profile of sport within the school, sharing sporting success | -Completion of Games Mark to look at evidence the achievement of the school in sport and ensure the raised profile of PE. | - | -Achieved the 'Gold Active Mark' for 3 consecutive years | -Look at standard required to achieve 'Platinum' award – action plan areas for improvement |
| Use of physical activity sessions and trips to improve/highlight importance | -School visits/trip to PE centered areas, for example 'rock up' trip (climbing provision for upper KS2) Raywell school visit with adventurous activities -Visits to/from sporting teams/individuals to work with pupils and increase the profile of sport across the school and wider community | £500 £200 | -Previous achievement of Yorkshire Sport award for upskilling staff -Increase in interest in sports following on from outside sport agencies in school | -Explore further trips/visits/experiences available, particularly for younger pupils -Engaging with new outside clubs, particularly of sports not undertaken at the school |
| Prepare pupils for learning through sport/activity. | Use sports/equipment to prepare pupils for learning and as a behavior tool with individual pupils | £200 | -Pupils more focused and ready to learn, pupils able to use equipment to improve focus and attitudes towards learning | -Explore this further with whole classes, wider than individuals |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|---|--|--|
| | | | | 37% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>-To increase the standard of teaching and learning in physical education, ensuring the skill set of teachers improve to ensure improved pupil progress</p> | <p>-Implementation of specialist PE teacher one and a half days a week. Teaching all pupils throughout the year. Class teachers to observe and team teach with the specialist, using this time as a CPD opportunity and with a focus on improving their own practice and therefore outcomes for pupils.</p> | <p>£9000</p> | <p>-Levels of pupil engagement and progress are observed to be greatly improved – see PE leadership</p> <p>-Increased confidence of staff in delivering high quality provision, including a wider range of sporting activities – evidence through staff questionnaires</p> | <p>The greatest progress is seen in this area and this should be sustained moving forward and perhaps allowing teachers to take main teaching role and support provided to ensure this is sustained model of strong teaching and learning moving forward.</p> <p>Additional staff development timetabled in specific areas. For example, active Maths and Literacy</p> |
| | <p>-Staff development (meeting) time assigned for supporting colleagues and sharing good practice</p> | <p>£-</p> | <p>-Staff development and monitoring has been vital in accurately identify ways forward and next step</p> | |
| | <p>-Monitoring of staff to identify strengths, improvements and ways forward to support</p> | <p>£200 (for any subsequent training)</p> | <p>-CPD in active Literacy and Maths has had a positive impact on those classes who attended and has been shared with other staff. This has also supported improvements in core subject learning – see staff CPD evaluations.</p> | |
| | <p>-Staff attending CPD sessions, focusing on bringing active sessions into the wider curriculum, including active maths and literacy</p> | <p>£200 (Not yet spent)</p> | | |

| | | | | |
|--|--|---------------------------|--|--|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 29% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| -To increase the opportunities for wider ranging sports in school | -Pay for additional extra-curricular coaching to achieve a breadth of sports | £500 | -Children express positive attitudes and are fully engaged with a new sport -Some pupils taken up new sport outside of school as a result of coaching | -Further sports to be taken on through taster sessions and coaches in school |
| | -Purchase new specific equipment to support the implementation of specific sports/games/activities | £3200 | -Better quality and quantity in provision due to more/improved equipment | -Increase in quality of provision for year moving forward due to the equipment purchased/linked with staff CPD |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 9% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| -Enabling access to a variety of competitive sports and a range of pupils/abilities to play | -Joining of the HAS (Hull Active Schools) to provide a program of competitive sports | £1500 | -Increase in percentage of pupils involved in competitive sport. | -Continue to join HAS provision to enhance competitive provision for all pupils |
| -Increase the participation in competitive sport in and outside of school | -Payment to join wider competitive opportunities (for example Catholic cup football competition) | £100 | -Records show pupils competing who previously would not have engaged in Sport with the wide choice of options | -Further analysis needed to identify which pupils are not accessing the competitive sports/activities |
| | -Introduce additional competitive challenges within school across classes and across Trust | £50 | -Enjoyment of pupils from in school and wider school competitions (pupil voice to be undertaken over summer term) | |