



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



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 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.

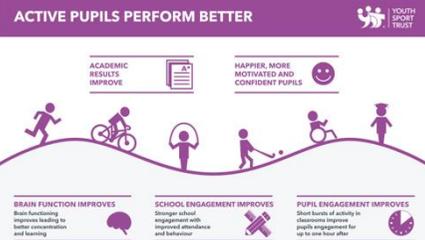
Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Tracking Established Pupil Tracking document enabling teachers to encourage least active and increase participation.</p> <p>Additional opportunities for physical activity Invested in Wake Up, Shake Up daily aerobic whole school workout. Taken part in Schools Body Coach workouts Autumn term. Promoted skipping as an effective break and lunchtime exercise. Established pupil sports leaders to promote exercise and activity at lunchtime. Used coaches to provide additional sport/activity at lunchtime. Provide extended swimming lessons (enabling Y3 &4 pupils to swim for half the academic year (Sept to Feb) ensuring by Y6 majority can swim 25 metres using a range of strokes and carry out safe self rescue from water.</p> <p>HRBQ 2018 (Y6) 100% of girls said they played running/skipping/games/tag during outdoor playtimes and lunch time. (an increase of 21% on 2016) 86% of boys said they played ball games like football during outdoor playtimes and lunch time. (an increase of 12%) 43% of girls and 29% of boys said they were a playground leader encouraging others to be active. 72% of girls said they enjoyed physical activities a lot or quite a lot, compared to 100% of boys. 87% of boys and 86% of girls are active three times a week or more where they have to breathe harder and faster.</p> <p>HRBQ 2016 79% play running, skipping, tag games at lunch and break. 74% like ball games such as netball and football at break and lunch. 0% say they don't like physical activity. 74% enjoy physical activity a lot. 0% say they do no exercise in the week.</p>	<p>We are now using Koboca to engage with parents, pupils, and teachers to complete a physical activity profile for each of our pupils. From this we will be able to 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 masses.</p> <p>Some of the main areas to target include</p> <ul style="list-style-type: none"> • Respond to Health and Social Care Childhood Obesity Plan (2017) and ensure all pupils complete at least 30 minutes activity every day – staff training • Sports leaders lead healthy assemblies. • Provide additional resources to extend opportunities for physical activity at break and lunchtime. • Offer booster swimming lessons to non-swimmers in Y6. • Provide more opportunities for boys to be sports leaders engaging more pupils in physical activity. • Identify activities which appeal to girls which can be offered at break and lunchtime <p>Baseline evidence of need is going to be collected through the Koboca survey every September and impact measured through an additional survey in the Spring and Summer term.</p>

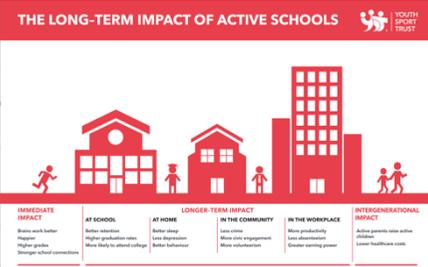
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year (July 2018)?	September 2018 86% July 2018 95% (all but one pupil who was unable on medical grounds.)
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	September 2018 86% July 2018 95%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	September 2018 86% July 2018 95%
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?	Will use it in 2018-2019

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: 2018/19		Total fund allocated: £17,160		Date Updated: March 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: 72%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Improve physical activity levels in our most inactive pupils</p> <p>Ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extra curricular clubs as possible.</p>	<p>All Pupils in school to take Koboca 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.</p> <p>Use Koboca survey results to identify the most popular time for clubs to reduce barriers for pupils to take part in physical activity.</p> <p>Actively encourage target group to engage in an extra-curricular club.</p> <p>Employ specialist PE teacher to provide CPD to staff and run extra curricular activity club twice a week.</p> <p>Employ specialist dance, rugby and tennis teacher to provide CPD to staff.</p> <ul style="list-style-type: none"> - Book Indian Dance activity Autumn 1 and engage parents in workshop. - Fund climbing competition - Y1 outward bound activities at High Adventure Autumn 1 - Yr High Adventure Summer 6 	<p>Koboca £249</p> <p>£11,275</p> <p>£900</p>	<p>Clubs target the least active pupils. On average each club has at least 20 participants. Clubs include running, fencing, Sportscool. Pupils from the inactive group are now accessing the CMO guidelines. Clubs eg fencing are subsidised to encourage pupils to attend.</p> <p>Clubs delivered at lunchtime and after school depending on demand. Average attendance at clubs is 20.</p> <p>60 children involved in specialist dance.</p> <p>60 children involved in specialist rugby.</p> <p>Whole school tennis coaching.</p> <p>Whole school Indian Dance</p> <p>KS2 climbing competition classes 3,4,5</p>	<p>Complete Koboca survey three times a year to allow us to continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact.</p>	

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:
				35%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure pupils are healthy and happy students.</p> <p>Develop pupil's social skills and facilitate their involvement in making a contribution to their community.</p>	<p>Target inactive pupils identified through Koboca with Change 4 Life clubs to improve the health of young people.</p> <p>All pupils to undertake the Koboca nutrition test to support pupils to make healthier choices. Support offered to those that need it – October 2018</p> <p>Identify pupils from Koboca survey who are not members of community clubs and facilitate their transition to a community club, whether as a player or volunteer.</p> <p>Use Specialist sports teacher to develop pupils sports leadership skills.</p>	<p>Club (Monday and Wednesday lunchtime to work with targeted children) £2,200</p> <p>£200</p> <p>Dance £2, 400</p>	<p>Lesson observations show pupils more alert. Brain function improvements, netter concentration and learning.</p>  <p>School engagement improves – Stronger school engagement with improved attendance and behavior.</p>  <p>Pupil Engagement improves – short bursts of activity in classroom improve pupil's engagement for up to one hour.</p>	<p>Children lead change4life assemblies to teach other children about benefits of exercise.</p> <p>Sports leaders coach other children to become future sports leaders.</p> <p>More children are involved in physical activity.</p>

<p>Build confidence and feeling of belonging to the school through ensuring all pupils represent the school in some form.</p>	<p>Use Koboca survey results to identify pupils who have not represented the school in the last year and facilitate their involvement. Enter A and B teams into tournaments</p>		 <p>15% increase in pupils competing for school teams from Koboca report</p>	<p>Continue to establish which pupils will gain the most from the sports premium funding utilizing the reports from Koboca.</p>
<p>Target pupils with low self-esteem and engage them in a physical activity</p>	<p>Actively encourage targeted pupils to attend clubs. Work with Outward Bound Trust and High Adventure to promote teamworking, leadership skills and boost self-esteem.</p>	<p>£1200</p>	<p>Improvements in pupil's self-esteem and confidence. Impact on attainment levels.</p>	<p>Gold School Games award 2018 Continue to engage in School Games competitions</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity.	<p>Use data from Koboca Report to requested activities from survey to shape 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> <p>Secure and subsidise tickets for Wimbledon to inspire and reward Sports Leaders</p> <p>Provide consistent planning and delivery of PE and Sport through IPEP plans.</p> <p>Provide sport CPD through expert teacher Ji Mukherjee.</p> <p>Staff work with rugby, cricket and football coaches to boost their CPD through Keighley Cougars RFC, Skipton Tennis Club and Upper Wharfedale RUFC.</p>	<p>£180</p> <p>£400</p> <p>£3,300</p>	<p>High quality lessons delivered in engaging activities. Happy engaged pupils.</p> <p>Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions.</p> <p>Increase in 15% of pupils accessing extra curricular clubs from Koboca reports.</p> <p>Feedback from pupils shows positive attitudes to fitness levels and healthy lifestyles.</p>	<p>Ensure curricular and extra curricular programme delivers activities pupils would like and provide CPD support. Evidence taken from Koboca reports and pupil voice.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure all pupils receive the opportunity to represent school in competition both in district and at county level.	All Pupils to complete Koboca 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.	Transport costs to enable all pupils access venues. £300	Year on year improvements on the % of pupils who have represented their school in competitive sport as found on Koboca reports. School Games Mark achievements highlights the school's engagement in competitions. Gold award received 2016-17, 2017- 18	Complete Koboca Survey every year to monitor % of pupils representing school in competitive sport and allow us to identify those that have not.