

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by

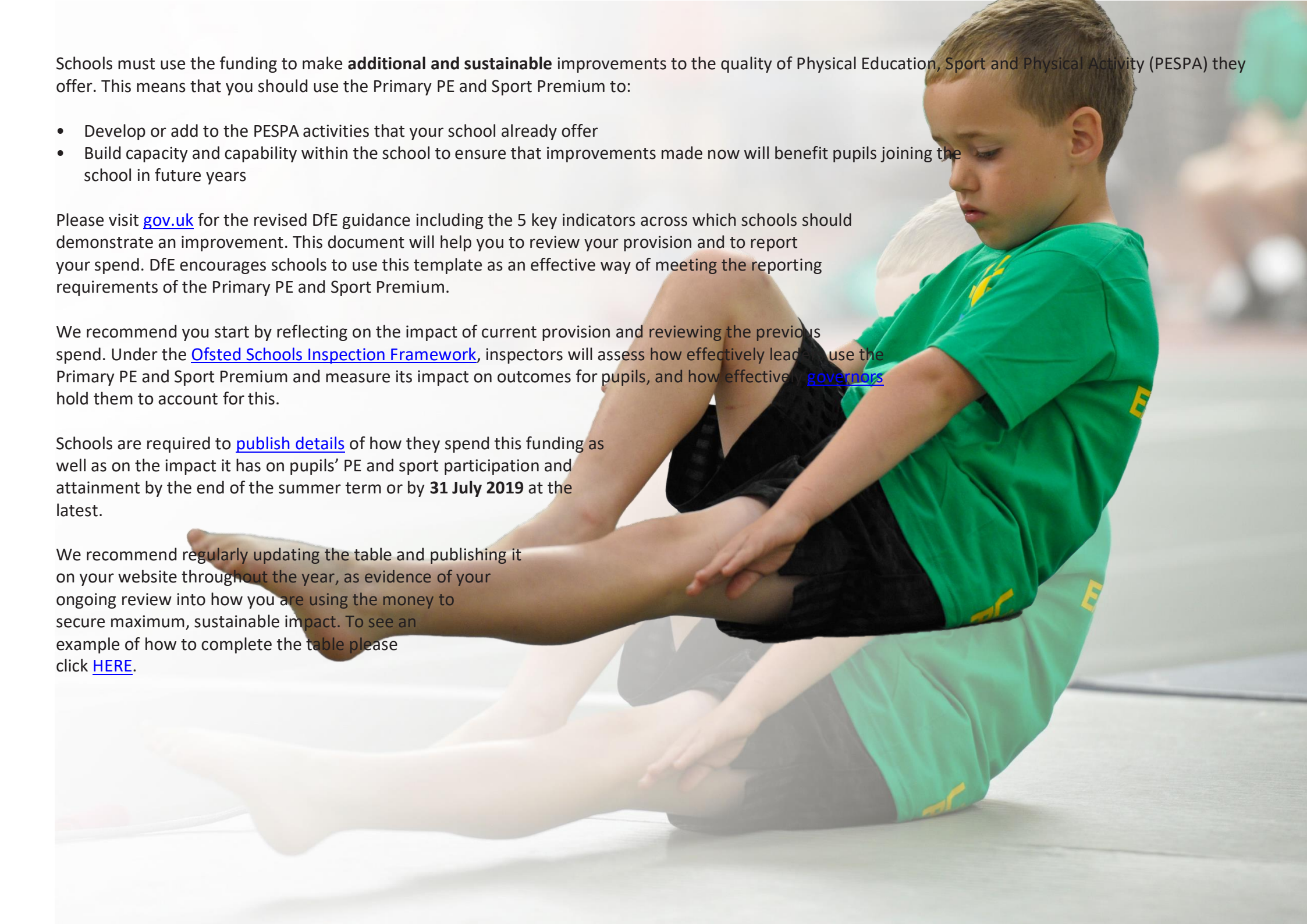


**YOUTH
SPORT
TRUST**



Endsleigh Holy Child VCA





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](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 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"> *Receiving Bronze in the Games awards demonstrating the breadth of sport participation across the school *Significant extra-curricular provision taking place, including clubs and competition *Quality of teaching and learning improved due to specialist CPD approached implemented through the Trust *Increased pupil participation across the year, particular focus has been on inclusion and providing a range of opportunities 	<ul style="list-style-type: none"> *The introduction of sports leaders and sports council – to provide opportunities for pupil voice and leadership within sport * Further continual improvement in the quality of teaching and learning by further upskilling of staff – including support and assess to high quality planning * Increasing active time for all children to achieve a minimum of 30 minutes active time per day * Increase the percentage of children participating in competitions outside of their own school (previous year 36% - target of 80%) * Achieve Silver in the Games awards demonstrating further progression of sport and PE across the school

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.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%

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
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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: £18,460	Date Updated: July 19	
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: 15%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
*Increase physical time wider than the curriculum, focusing on lunchtime including purchasing new playground equipment to encourage physical activity throughout the lunch and break periods.	*Purchase new playground equipment to ensure activities are available for pupils to be physically active over lunchtime *Playground to be sectioned and activities implemented to engage pupils over lunch to increase regular sport/activity * CPD for lunchtime supervisors and playground buddies	£2,000	New sections of playground and new equipment bought to support the new activities on the playground saw that 64% of the children were now engaging in active time on a lunchtime. Evidence from pupil voice identified that the children were enjoying the new equipment and activities and wanted to increase these activities further in the next academic year.	Further training of sports leads and lunchtime supervisors to increase the range of activities and to support the foundation/ KS1 children during these activities.
*Introduction of daily mile to increase active time across KS2	Create timetable of implementation. Monitor to check for compliance and impact.	£200	Implemented across two classes in KS2 – children in these two classes completed a fun run at the end of the academic year.	Further development to implement across whole school. Timetable to be produced.
*Continue to deliver quality 2 hours of PE per week with additional provision were possible	Monitoring by PE coordinator to ensure/check provision. Looking at progression across year and school (Also linked to improved provision on indicator 3)	£600	All staff have reported an increased knowledge and confidence in delivering quality PE lessons – reflected also in lesson observations carried out by PE coordinator.	Long-term plan to be developed further to ensure more opportunities to develop on skills throughout primary years.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
*Achieving the Silver Active Mark award to support the profile of PE and Sport across school.	SLT time and PE coordinator to spend time reviewing and monitoring provision to seek out areas of improvement and target specifics across the year	£200	Increasing participation in personal challenges, intra-school competitions and inter-school competitions. Creating 3 active links with boxing, dancing and judo clubs. Completing activity heat maps to ensure active time across the school day.	To progress to the Gold Mark Award 2019-2020
Continue sports leaders training and development in Chnge4 Life – club for KS 2 and participate in external training and competitions	Change 4 Life club held weekly within the school, TA leading and delivering, opening opportunities to children across KS 2	£350	Club is running through lunchtime activities. 2 staff members and 6 children trained as leaders.	Train new Change4Life leaders for the 2019-2020 academic year. Creating a club specifically for these children.
Increase the profile of sport and physical activity outside of the curriculum. Raising the enjoyment of taking part in sport outside of school	Take part in whole gymnastics event to promote a range of different sports and encourage girl's participation – training needed for staff Participation in 'fun' run for all of lower key stage two	£100	Staff CPD on gymnastics focusing on progressions over primary years. Pupil voice showed increase in girl's enjoyment of PE – 47% (64% of girls) wanted to continue with gymnastics after the competition	Set up a gymnastics after-school club to further encourage girl's sport To increase percentage involved in physical activity outside of the curriculum further next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				57%
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 standard of teaching and learning in Physical Education thus impacting positively on pupil achievement. Through this enhancing teacher skill set, improve teacher confidence and quality assure assessments.	Implementation of specialist PE teacher one day a week. Teaching all pupils throughout the year. Class teachers present at all times and to use this as a CPD opportunities. Staff should be upskilled during the lesson with the focus on improving their own practice. This includes: Stages of planning Deploying resources Adapting provision Seeking maximum pupil progress Refining accurate teacher assessment	£9000	Teachers express increased confidence and ongoing collaboration with specialist sports teacher identifies improvement in standards of lessons. CPD in place to enhance levels of teaching and therefore learning. Lessons walks shows the impact of specialist teacher in lessons where the specialist is not present. Staff voice shows that teacher confidence has improved. Data shows on increase in standard from previous year. 89% now work at expected and 13% at GD.	Approach must continue. Provides excellent levels of upskilling and therefore improvements in outcomes for pupils. This approach is supporting the school in becoming sustainable in the approach to professional improvement and upskilling of staff. Future monitoring will focus on level of improvement and measurable impact on pupils
To increase quality of knowledge and understanding to support increased quality level of teaching and level	-Northern Ballet training for, at least, two teaching staff – to feedback to all other teachers Access other relevant training provided by Hull active for example: - Beginning of year sports conference -Tennis coaching -Active Maths/Literacy -Active Learning through Storytelling in KS1	£1500 (Hull active subscription)	Staff reported increase in confidence of teaching dance in the curriculum. Tennis coaching attended by one staff member and shared with KS2 staff to increase knowledge and create learning maps for lessons. Pupil voice shows enjoyment of year 1 children in active Storytelling.	To continue the development of staff in specialist areas of the curriculum including an increased provision for SEND Further training for Active Maths/English to implement into the classrooms

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
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/activities across all phases of school. Resulting in the percentage of pupils participating (particularly girls) increasing.	Explore dance provision at the school including giving children the chance to engage in performance-based activities, for example, dance show case. (Opportunities to performance, use of costumes and stage etc.)	£150	Children trained for and entered a dance showcase – 12 of the children who participated were not currently attended after-school clubs and 2 were from the least active 10%.	Musical theatre club to be set up for the next academic year giving the children more opportunities to perform.
	Payment of dance coach to support projects	£150		
	Take part in whole gymnastics event to promote a range of different sports and encourage girl's participation		Increased intra-school competitions, giving all children the chance to compete	Gymnastics club to be a focus for after-school activities next academic year. Audit to be done at the end of the year to identify any further equipment which may need purchasing next year to support this.
	Participation in 'fun' run for all of lower key stage two			
	After school clubs in a variety of areas, for example – Irish Dancing, Boxing, tennis, football and Judo	£3,250	Pupils participating in after-school sporting provision rose to % from % the previous year.	Review the clubs on offer and offer taster sessions to establish interest and ensure the correct sports are targeted.
	Purchase new equipment to support with implementation of specific clubs/activities	£300	Additional equipment purchased the enhance provision of after-school clubs.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>-Enabling access to a variety of competitive sports and a range of pupils participating. Increasing pupils who historically do not participate in competition particularly wider than own school. (Data form 2017/2018 suggests 65% did not compete wider than their own school)</p> <p>-Increase participation in new wider competitions and look at forming club links, wherever possible, for pupils</p>	<p>-Join HAS (Hull Active Schools) to provide a program of competitive opportunities. Participating in as many as possible and tracking which pupil participate to ensure the impact is as wide hitting as possible.</p>	£1500 (repeated cost)	<p>Joined and quickly made use of. School attended took part in many competitive activities over the year as part of HAS and wider in a range of sports. This has increased on previous year.</p>	<p>To continue with membership to increase levels of competition further, specifically monitoring pupils who may not normally access this provision. Need to monitor participation moving forward to target the right groups and ensure there is an increase on this year.</p>
	<p>Payment to join a range of wider competitive programs as they are available across the year</p>			
	<p>Introduce further in school competitive challenges and use the MAT to extend the level and comparison available. Ensure participation by all across the school.</p>	£200	<p>Additional competitive activities accessed which again has contributed to an increased number of pupils taking part. Enjoyment benefit are seen in as high regard as the physical activity increase.</p>	<p>Seek further opportunities available to the school</p>
	<p>SLT to monitor the implementation of competition and PE coordinator ensure high levels of involvement across the school and feedback on impact.</p>	£50	<p>SLT undertook monitoring and analysed the pupils taking part in competitive activities.</p>	<p>Further monitoring will be needed to ensure increased competition across school as well as outside of school.</p>
	<p>Source community clubs to deliver additional (on top of 2hours provision) curriculum sessions to promote competitive sport. A range across the year.</p>	£200	<p>Some good club links made to support children in accessing competition outside of school.</p>	<p>Additional support for coordinator needed to implement monitoring and analysis to target specific areas next year.</p>
	<p>Payment to join wider competitive opportunities (for example Catholic cup football competition)</p>	£150	<p>Pupils competing who previously would not have engaged in Sport with the wide choice of options</p>	

