

Evidencing the Impact of the Primary PE and Sport Premium

UPDATED JULY 2019
ACADEMIC YEAR 2018/2019

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

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: 2013-2019	Areas for further improvement and baseline evidence of need:
<p>We have employed a coach to teach one day a week to improve the quality of PE taught and work to up skill staff.</p> <ul style="list-style-type: none"> • Staff have received several training sessions on different aspects of PE to improve the quality of teaching. • We have consistently provided 2hrs of PE for KS1 children every week. • The children have had a wide variety of afterschool clubs which have been running every half term. Clubs have also targeted G&T and Pupil premium children. • Old equipment has been replaced and updated to offer a wider range of activities. • I-pads have been used in lessons to provide children with opportunities to watch and evaluate their own performances. • PE assessment tracking has been brought in. • Children have had opportunities to enter in house competitions and to also compete against other schools. 	<ul style="list-style-type: none"> • Increase % of attendance at clubs as this has dropped due to a rise on role and the need for more clubs to be provided to offer the same opportunities. 2014(73%) 2015 (56%) 2016(64%) 2017(43%) 2018 (50%) • Provide 30 minutes of exercise every day through active playtimes, currently just 2 days out of 5 met through PE lessons. • Increase % of children attending competitions against other schools, as transport has been an issue for our parents. We intend on holding more events here through partnerships with close by schools.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A

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?	N/A
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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: £21757	Date Updated: July 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:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improve the health of children in school by encouraging regular exercise alongside the other important aspects of a healthy lifestyle.</p> <p>To ensure 'active' playtimes so that all children are participating in additional physical activity every week.</p>	<ul style="list-style-type: none"> • SLT/PE subject leader to put in place a timetable that accommodates activity every day. • Additional professionals employed to lead active playtimes etc. • Vision to be shared with whole school staff of what we are trying to promote, links to health message, water/fruit in classrooms, lunchtime choices. • Termly health message, launched in assembly, used in PE/dinner/break times, shared with parents and homework sent home to link. • Look at CLICK long term planning with Science coordinator to ensure balanced teaching on health included in curriculum. • PE subject leader to look and order resources needed to promote the message and aid active playtimes. 	<p>Project Sport £17,460</p> <p>Resources £297</p>	<ul style="list-style-type: none"> • Registers and timetables to show number of children participating in active playtimes. • All KS1 pupils to be involved in additional physical activity for 30mins a day. WIDER IMPACT AS A RESULT OF ABOVE } Pupils are more active in PE lessons, e.g. take part without stopping to rest. } Standards achieved in PE NC are improving, see school data for % achieving end of KS target. } Attitudes to learning improved, better concentration in lessons. } SAT results improved, see data. • Fitness test results completed by sports coach show an improvement in levels across the year. 	<ul style="list-style-type: none"> • SLT to embed this message into the ethos of the school through regular planning, practice and evaluation. • Additional activity becomes embedded into school day. • Resources bought to be maintained and replaced as needed to ensure children have access to quality equipment.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Each class to showcase PE as part of their class assembly to ensure the whole school and parents are aware of the importance of PE and sport. Display boards around school changed regularly to promote children's achievements.	<p>Additional sporting achievements to be shared in the weekly celebration assemblies.</p> <ul style="list-style-type: none"> • Include results of any competitions, medal giving etc as part of celebration assembly. • Each class teacher to be aware they need to add PE into their assembly. • Leaflets sent home from Huddersfield Town/Giants to promote local sporting events. • Termly health message letter and homework sent home so that parents are aware of what is being taught. • Coordinator quality assurance timetable in place to check on displays. 	£0	<ul style="list-style-type: none"> • All pupils will have had the opportunity to take part in an assembly over the school year. • Parents will have attended assemblies (parent comment book will be available afterwards) • Displays boards contains lots of information about clubs/competitions/results and children are keen to be involved. <p>WIDER IMPACT AS A RESULT OF ABOVE } Pupils are very proud to be involved in assemblies/photos on notice boards etc which impacts on confidence and self-esteem. } Overall increased self-esteem/confidence having an impact on learning across the curriculum.</p>	<p>The SLT has seen the benefits of the raised profile and is committed to funding these areas if the funding is discontinued.</p> <ul style="list-style-type: none"> • PE subject leader to maintain the notice board and keep it up to date.

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:
In order to improve progress and achievement of all pupils the focus is on upskilling the staff by providing coaches to work alongside staff.	<ul style="list-style-type: none"> • Whole staff professional learning to include teachers, teaching assistants. • PE subject leader to provide updates throughout the year in staff meetings. • PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. • Pupil questionnaires completed at the end of each year. • PE subject leader and Key Stage One teachers to discuss positive outcomes and what areas there are for development. • Professional development in subject leadership for PE subject leader. 	£0	<ul style="list-style-type: none"> • Whole staff attended professional development evening training (focused on keep fit ideas) which resulted in increased confidence and improved teaching and learning. • The focus of lessons are now child centred and as a result pupils are engaged and are keen to learn and improve. • As a result pupils made good or better progress both in lessons and over time (see teachers' planning and records). • End of KS1 results, how many expected, emerging, exceeding at PE (to track year on year) • Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they really enjoyed PE. (See pupil questionnaires) WIDER IMPACT AS A RESULT OF ABOVE \ Skills, knowledge and understanding of pupils are significantly increased. \ Pupils really enjoy PE and sport, are very keen to take part and demonstrate a real desire to learn and improve 	<ul style="list-style-type: none"> • PE subject Leader to support new staff in school with planning for delivery of physical education. • Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment. • PE subject Leader to identify any staff who need further support and to provide appropriate professional learning. • Further professional learning opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning. • PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils. • PE Subject leader networks with colleagues at other schools to encourage ongoing sharing of good practice across schools
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
A wide variety of regular afterschool clubs to be offered to all KS1 children to ensure children help foster a lifelong enjoyment of sport and PE. To target disadvantaged pupils, those with talents, EAL and SEN children.	<ul style="list-style-type: none"> Curricular and extra-curricular plan for the year making sure a broad range of activities on offer. Discussions with individual pupils and liaison with parents / careers Employing a specialist teacher to lead and model lessons. Purchasing specialist equipment and teaching resources to develop a non-traditional activity as needed. Promote the clubs on offer in school, e.g. assemblies. Involvement of outside agencies, e.g. Huddersfield Giants 	£0 Clubs run by coaches we employ at no additional cost.	Registers of participation <ul style="list-style-type: none"> Photographic record Feedback from the pupils on the clubs to feed into which are provided. Pupils are keen to participate and clubs are always full. Improved standards Positive attitudes to health and wellbeing Track achievement in PE of those who attend clubs. WIDER IMPACT AS A RESULT OF ABOVE } Pupils will be enthused to sign up for clubs throughout their time at our campus ensuring they are involved in regular activity. 	<ul style="list-style-type: none"> PE coordinator to make sure clubs are run effectively and spend time in them to ensure quality. PE coordinator to make sure children's feedback on clubs is a key factor in determining which clubs run.
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:
All pupils will have the opportunity to participate in 3 sporting events held within school time and a further 6 afterschool competitions alongside pupils from other schools. To provide opportunities for pupils to enjoy the challenge of friendly competitions and to gain confidence from taking part.	<ul style="list-style-type: none"> Setting up a calendar of fixtures for the academic year. Paying staff or external sports coaches to run competitions, or to increase pupils' participation in national school games competitions. Limiting need for transportation by hosting events between our campus and close by neighbouring schools. Providing school representation kit bibs. Encouraging parents to attend competitive events held with local schools. 	£0	<ul style="list-style-type: none"> Increased pupil participation Extended provision Increased staffing capacity Improved positive attitudes to health and well-being and PESS Schools own data / registers Competitive achievements recognised in assemblies. Calendar of events / fixture lists WIDER IMPACT AS A RESULT OF ABOVE } Improved standards in invasion games within curriculum time. } A wide variety of children, 	<ul style="list-style-type: none"> Children who achieve in competitions to be highlighted for their next step in the campus so staff are aware of their abilities and can start to channel into school games events from KS2 onwards. Working as a campus to make sure opportunities continue throughout each phase.

	<ul style="list-style-type: none">• School to provide medals, certificates, stickers.		including disadvantaged groups are keen to take part.	
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Total spend this academic year: **£17757**