

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



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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 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:
<p>All children have access to a range of competitions and festivals through the Pudsey Cluster. Each year children's participation is tracked on a 'Whole school sports tracker' so that participation of all children is a key focus and can be compared to the previous year.</p> <p>Skipping schools for both Year 2 and Year 4, ensuring skipping is promoted as a high quality exercise and children also take part in a city wide competition.</p> <p>Premier Sport provided CPD for every year group from foundation to Year 6. Teachers identified areas of focus for their own personal development in the teaching of high quality PE lessons.</p> <p>Premier Sport provided after school clubs that targeted key groups such as; girls only netball and football, encouraging inactive pupils to participate in sport after school and introducing pupils to uncommon sports such as fencing and archery.</p> <p>Premier Sport trained Year 5 and 6 pupils as lunchtime PE leaders to encourage active lunchtimes each day. This greatly increased physical activity at lunchtime and engaged children in fun sporting activities, whilst also encouraging teamwork, friendship and good sportsmanship.</p>	<p>Ensure that all pupils in KS1 have access to festivals through the Pudsey Cluster and that all pupils in KS2 have access to a range of competitions. Use the previous years 'Whole School Sports Tracker' to target individuals – particularly in KS2 who did not have opportunities to take part in competitions.</p> <p>Use the children's skills and engagement in skipping to promote skipping as high quality exercise at playtime and lunchtime – link to Year5 and 6 lunchtime PE leaders.</p> <p>As well as providing high quality CPD, Premier Sport to provide Outdoor Adventurous Activity (OAA) or Forest Schools activities for classes.</p> <p>Provide more opportunities for sporting after school clubs for each year group throughout the year. These clubs will be taught by LSAs who are already part of the PE team with the PE subject leader.</p> <p>Using the 'Owlcotes Elements' provide OAA opportunities for all KS2 classes. These opportunities will include; The Depot, West Leeds Activity Centre, Yeadon Tarn and Junior Warrior.</p> <p>Implement the online version of the PE scheme REAL PE named 'Jasmine'. Every teacher to use 'Jasmine' to accurately assess PE and deliver well-structured PE lessons.</p>

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>	<p>72%</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	24%
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?	Yes/ No

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: £19,600	Date Updated:		
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>Active lunchtimes where Year 6 Sports Leaders lead activities for younger children in KS1 and LKS2. Over seen by PE subject leader.</p> <p>Sport after school clubs: Monday – girls only cricket, mixed tag rugby etc Tuesday - karate only Wednesday - girls only netball, ball games etc Friday – mixed football</p> <p>Each teacher to provide opportunities for whole class activity breaks during the school day.</p> <p>Offer pupils more after school clubs to ensure they are participating in 30 minutes of PA or more in school.</p>	<p>Premier Sport to train 6 different Sports Leaders each half term from Year 5 and 6 on Wednesday lunchtimes.</p> <p>Staff meeting to promote ‘activity breaks’ during the school day to improve concentration levels of pupils, engagement of pupils in learning and contribute to their 30:30.</p> <p>2 PE students were employed to offer further after school opportunities for pupils</p>	<p>£9000</p> <p>£100</p> <p>£100</p>	<p>Every day at least 20 children from KS1 and LKS2 are taking part in sports activities, lead by Year 5 and 6 Sports Leaders.</p> <p>Teachers reported improved concentration levels after pupils had an ‘activity break’ and also improvement in pupil’s behaviour.</p> <p>KS2 pupils (particularly girls) took part in after school clubs such as; girls only cricket, girls only rugby, mixed cricket, mixed</p>	<p>Staff member or LSA to train future Sports Leaders, replicating methods used by Premier Sport. Children who participated from Year 5 to continue into Year 6.</p> <p>Staff meeting at the start of every academic year to promote ‘Activity breaks’ in every class every day.</p> <p>Staff member or LSA to deliver some after school clubs – using CPD opportunities from previous years.</p>

Continue to ensure the PE resources are fit for purpose.	Buy resources such as; basketball nets, tennis balls, cricket set, foam balls etc	£800	rugby Children able to take part in a range of sports (KS2) and build their skills (KS1) using the equipment.	Resources to be continually bought when needed.
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:
Active lunchtimes where Year 6 Sports Leaders lead activities for younger children in KS1 and LKS2. Over seen by PE subject leader.	Speak to Year 5 and 6 class teachers to arrange and encourage pupils to participate in 'Sport Leaders'.	See KI 1	Every day at least 20 children from KS1 and LKS2 are taking part in sports activities, lead by Year 5 and 6 Sports Leaders.	Staff member or LSA to train future Sports Leaders, replicating methods used by Premier Sport. Children who participated from Year 5 to continue into Year 6.
Each teacher to provide opportunities for whole class activity breaks during the school day.	Staff meeting to promote 'activity breaks' during the school day to improve concentration levels of pupils, engagement of pupils in learning and contribute to their 30:30.	See KI 1	Teachers reported improved concentration levels after pupils had an 'activity break' and also improvement in pupil's behaviour	Staff meeting at the start of every academic year to promote 'Activity breaks' in every class every day.
Promote the profile of physical activity and sport at school by all staff wearing blue t.shirts/jumpers with the school emblem.	All staff members to order a t.shirt and jumper to be worn on their PE day and when children are taken to competitions out of school.	£1000	Children take pride in also wearing the new school PE kit alongside staff in their year group on their PE day. Staff encouraging pupils in their class to be active on their PE day and complete 2 hours of PE.	Staff member PE kit will only need purchasing once. Future staff to purchase at discounted rate.
Update REAL PE so that it is more accessible for staff and children are participating in 2 hours of PE on their PE day.	Purchase 'Jasmine' the new online PE resources for REAL PE.	£245	Time is not wasted in PE sessions getting resources ready as 'Jasmine' encourages pupils to be responsible for setting up each activity.	Jasmine licence to continue to be purchased each year as this links to all key indicators.

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:
CPD provided by Premier Sport to ensure that all staff are confident to teach PE and increase all staff's confidence, knowledge and skill in teaching PE.	Each year group to have CPD for 1 half term. Autumn 1- Year 5 Autumn 2 – Year 2 Spring 1 – Year 6 Spring 2 – Foundation 2 Summer 1 – Year 4 Summer 2 – Year 1 *Year 3 will work with Sam Jackson and Nicola Booth from Leeds Rhinos Foundation*	See KI 1	Staff were given questionnaires to complete prior to their CPD and they could choose an area of PE that they were less confident in teaching. Feedback from staff questionnaires: staff feel more confident to deliver inclusive PE lessons, staff feel more confident to be able to assess pupil's ability in PE, staff more confident in teaching different sports in PE (KS2)	Staff to share skills developed through CPD and support Year group partner to continue to teach high quality PE lessons.
CPD provided by Leeds Rhinos Foundation.	Autumn 2 – Year 5 Spring 2 – Year 4 Summer 1 – Year 3 dance Summer 2 – Year 6 Athletics	£2000	Feedback from children: 'The lessons are fun', 'The lessons make me sweat', 'The lessons make me better at running' and 'The lessons have taught me a new skill'.	Staff to share skills developed through CPD and support Year group partner to continue to teach high quality PE lessons.
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:

<p>Additional achievements:</p> <p>Premier Sport led after school clubs throughout the year, targeting different year groups each half term. Children were consulted about which after school clubs they would like to participate in.</p> <p>Sport after school clubs: Monday – e.g. girls only cricket, mixed tag rugby Tuesday - karate only Wednesday - e.g. girls only netball, ball games, archery, fencing Friday – e.g. mixed football</p> <p>Expose pupils to a wide range of sports and activities during ‘Healthy Heart Week’ in July 2019.</p>	<p>Target children who have not taken part in after school clubs the previous year.</p> <p>Target SEND and PP pupils to take part.</p> <p>Premier Sport offered activities such as; archery and fencing. Ashley Scott to deliver Karate sessions. Bradley Walker to deliver dance sessions.</p>	<p>See KI 1</p> <p>£1000</p>	<p>Children who had not participated in after school clubs in 2017-2018 were chosen to take part (including SEND and PP pupils) Each club was over-subscribed. Girls only clubs were very popular with UKS2 girls.</p> <p>All pupils across the school took part in a wide range of activities during the week.</p>	<p>Continue to track participation of all pupils in different sports and allow opportunities at venues that are walkable from school (incurring no transport cost)</p> <p>Ask PE students to deliver some sessions as part of their course (no fee required)</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>School focus with clarity on intended impact on pupils:</p> <p>A ‘Whole school sports tracker’ was used to ensure that all children took part in competitive sport. Children who have not taken part in competitive sport the previous year were targeted for this academic year.</p>	<p>Actions to achieve:</p> <p>Ensure that this is updated regularly.</p>	<p>Funding allocated:</p> <p>£1300</p>	<p>Evidence and impact:</p> <p>Some events allowed for whole school competitive sporting activities, such as; Sports day and the Owlcotes Cup where all pupils took part. Other competitions were tracked to ensure that all pupils were given opportunities to compete in different sports.</p>	<p>Sustainability and suggested next steps:</p> <p>Sports Day and Owlcotes Cup to continue to be walkable so that all pupils in school will participate (without transport costs)</p>

<p>Year 2 and Year 4 took part in Skipping Schools. Both classes in each year group learnt different skips and then 30 children from each year group were chosen to take part in the competition.</p>	<p>In Year 4 choose children not chosen to take part in Year 2.</p>	<p>£625</p>	<p>Children engaged in skipping activities at lunchtime and evidence of children 'teaching' younger children different skips.</p>	<p>Year 4 pupils to train younger pupils in different skips at lunchtime so that skills are shared across different year groups.</p>
<p>Ensure there is transport available to allow children to take part in competitive sport.</p>	<p>Arrange coaches/minibuses from Pudsey primrose throughout the year.</p>	<p>£500</p>	<p>Whole classes able to take part in festivals (KS1) and competitive sport competitions for large groups (KS2)</p>	<p>Focus on events that are walkable from school.</p>
<p>Additional staff to; coordinate the competitions, take pupils to competitions and organise pupils attending competitions/after school clubs etc.</p>	<p>2 LSAs 1 LSA to accompany pupils to sporting events every week and prepare pupils for competitions. 1 LSA to organise which pupils attend, registers, risk assessments etc. 1 PE Subject Leader</p>	<p>£2000</p>	<p>Compared to the previous year (2017-2018) more pupils took part in different competitive sports and these pupils were also tracker on the 'Whole Schools Sport Tracker' to ensure the same pupils were not attending different competitions.</p>	<p>Teaching staff or LSAs to take it in turns to accompany pupils to competitions and parents encouraged.</p>