



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**

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:

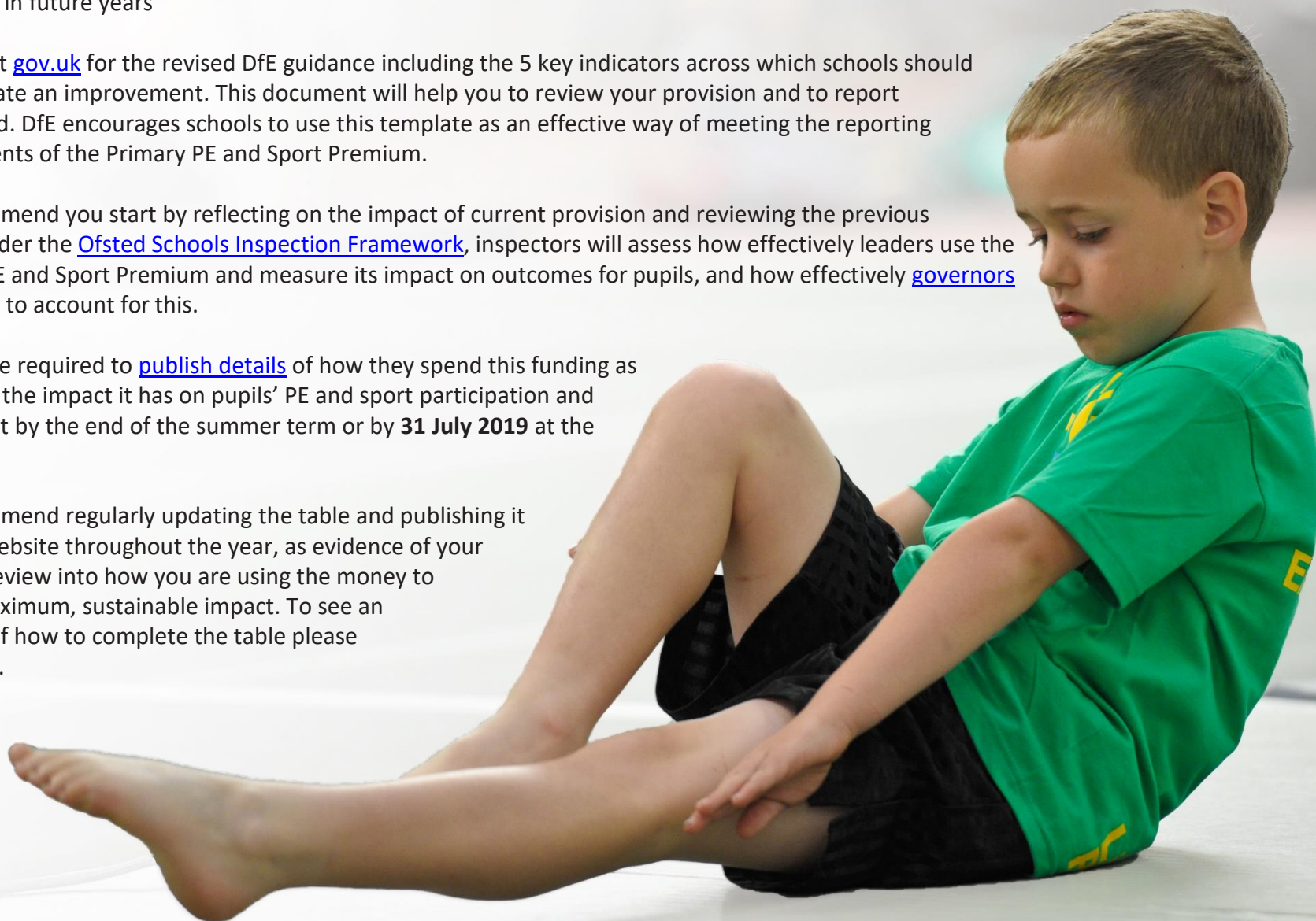
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:
Engaging a high number of pupils from across all key stages in structured lunchtime activities in order to increase physical activity levels during the school day. Ensuring that pupils are able to engage in regular competitive sport despite the rural location of the school. All year 6 pupils have met the national curriculum requirements for swimming. Subject knowledge of the staff and the experiences available to the children continue to improve.	Due to the rural location of the school, children do not automatically have the same sporting opportunities that children in larger towns or cities would have. This could potentially be a barrier to their engagement outside of school, so we will continue to provide as many opportunities for the children as we can. We will engage with as many local sports clubs as possible, as well as trying to engage parents more and raise the awareness at home of the importance of a healthy and physically active lifestyle.

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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: £16823 **Plus 2017/18 Carry Forward of £2769 – takes total to £19592**		Date Updated: 24/06/19	
Key indicator 1: The engagement of all 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:
					8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Increase participation levels in additional sports clubs and raise the profile across all year groups as to the importance of a healthy lifestyle and regular physical activity. We will offer one after school sports club and daily lunchtime clubs and activities.	Deliver structured lunchtime activities and games with the support of KS2 Playleaders with the support of specialist coaches. Conduct a pupil voice and run the clubs that will engage the most pupils.	£1592	Registers of attendance for the clubs have been recorded throughout the year.	Target those pupils who don't currently engage within the clubs offered by the school. Liaise with the family to help engage the children in more physical activity and reinforce and promote the importance of a healthy lifestyle at home. Ensure all KS2 pupils are involved in the delivery of the lunchtime activities.	
Engage all pupils in 30 minutes of additional physical activity within the school day and encourage similar behaviour at home.	Work with specialist sports coaches from JB's Sports Coaching Ltd to create an action plan to support additional physical activity both at home and during the school day.		Activities delivered within the school day that can be replicated at home, supported and evidenced with planning, photos and parental feedback.	Increase parental involvement in the activities at home and try to promote the importance of a healthy lifestyle in both home and school life.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					26%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

Improve the breadth, quality and diversity of the PE curriculum that is delivered to the children.	Liaise with specialist deliverers to create a diverse and engaging LTP that ensures all children receive a well-rounded PE experience that avoids repetition in topic or delivery models.		Create a yearly LTP that details the delivery subject for the PE lessons, as well as the lunchtime and after school activities.	Liaise with specialist sports coaches again in the 2019/20 academic year and review the LTP's across both Key Stages.
Pupils receive high quality PE lessons that are delivered and differentiated accordingly to meet the needs of all pupils, resulting in both progression and high engagement levels in PE.	Specialist sports coaches from JB's Sports Coaching deliver weekly high quality PE lessons to all pupils in the school. Despite the limitations of the school and the facilities due the rural setting, the children receive engaging PE lesson that offer suitable challenge for all pupils within the class, regardless of their ability.	£4580	All pupils receive high quality, engaging PE lessons covering a wide variety of sports and activities.	Continue to work with specialist sports coaches from JB's Sports Coaching Ltd in 2019/20 in order to further enhance and improve upon the PE delivery across the school.
	The local tennis club delivered high quality tennis lessons to support the PE delivery.	£500	All children thoroughly enjoyed the session provided and as a result, the school team progressed to the regional finals in a tennis competition.	
Listen to pupils and discuss PE with them to raise the profile and importance of the subject across the whole school.	Conduct a pupil voice across the school.		Pupils enjoy their PE lessons and the breadth of sports and activities delivered	Conduct another pupil voice next academic year to determine whether or not the children are still enjoying and progressing within their PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				N/A
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve the staff's knowledge, planning and delivery of PE across a number of different areas of the PE curriculum to ensure that high quality PE lessons covering a variety of sports can be replicated when delivered by existing teaching staff.	Teaching staff work alongside the specialist coaches in the delivery of the PE lessons to improve their subject knowledge and delivery.	As above	Teaching staff are more confident when independently delivering PE and can use the planning and additional resources provided by specialist coaches to replicate the lessons and can use their increased confidence and subject knowledge to incorporate suitable challenges and differentiation for the different abilities within the group to ensure that all children progress and improve.	Continue the delivery model during the 2019/20 academic year, ensuring staff experience different sports and topics within the PE curriculum. Research suitable courses and qualifications for staff to further enhance their subject knowledge and confidence.
Increased participation in lunchtime activities.	Have lunchtime supervisors observing and assisting with the lunchtime clubs when specialist coaches are in so that they can replicate the club set up and facilitate the delivery during other lunchtimes		Structured lunchtime clubs that are available and suitable for all pupils are delivered every lunchtime.	Continue the lunchtime club delivery throughout the 2019/20 academic year and explore suitable training courses for lunchtime supervisors to access.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				54%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Less 'traditional' sports and activities are offered in after school clubs so that all children have the opportunity to engage in something new.	Membership to and full participation in WSSP provision. Utilise coaches from JB's Sports Coaching to deliver specialist after school clubs and activities for the children.	£2395	Children were able to experience new sports and activities for the first time.	Continue to offer a diverse after school programme that provides pupils with the opportunity to play a sport that they may not get the opportunity to access outside of school.

	Our Forest Schools Programme enables all children in to access regular outdoor Forest Schools sessions that promote a love of physical activity, the outdoors and healthy lifestyles. We have spent money training a member of staff as a Forest School Practitioners: The trained member of staff will run sessions each week, all year round both on site and in the woodland surrounding our school. The Forest School sessions will be for everyone but will target the least active children and those with poor self-esteem who generally are reluctant to participate in additional physical activity or sports offered in the school curriculum. The Forest School sessions include building self-confidence, self-esteem, co-operation and increasing levels of activity through – walking, climbing, running, jumping, team games and wider general health promotion including healthy eating outdoors and good mental health Ensure that as a small rural school, transportation is not a barrier to engaging in sporting opportunities and physical activities that broaden the experience of the pupils.	£3900 £1697.90	Regular time outdoors in a green space has offered a number of important health benefits including improved physical health, mental health and emotional wellbeing. This is evidenced in teachers behaviour logs (improved behaviour) / parent and pupil questionnaires	By providing Forest School within the local environment, we hope to demonstrate to children how their immediate surroundings can support them and their families in maintaining healthy lifestyles. In the following years we will continue to offer sessions and plan to offer an after school programme in the form of a Forest School Club involving children and families from the community who may not be motivated by traditional sport or outdoor physical activity.
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Accessing different sports at Caistor Yarborough Academy. KS2 pupils access larger facilities to ease integration in to secondary education from a small rural school setting.	Pupils took part in structured PE sessions delivered by Synergy Sports Coaching at Caistor Yarborough Academy.	£2560	Pupils who are used to the rural school setting access PE in larger secondary school environment with new facilities, extensive equipment and different teachers/coaches. This experience, as well as offering greater opportunity to the children to participate in new sporting activities, will help ease the transition in to secondary school.	Sessions were delivered during the Autumn term to all upper KS2 pupils so the current year 5's who will be year 6 next year have already received the benefits of the experience.
Create school to club links so G and T pupils or pupils that show a particular interest can pursue a sport outside of school.	Contact local sports clubs and ask for points of contact within the club should a pupil be interested. Advertise clubs with parents.		Children can struggle to engage in clubs outside of school due mainly to rural location but by pushing local sport and making children/parents aware of different clubs and activities we hope to get more pupils involved in regular physical activity outside of school.	Create as many links as possible with local clubs and approach them to come in and deliver some trial fun trial sessions to help engage the children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				N/A
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Broaden the experience of the pupils and offer competitive sport against other suitable schools.	Full participation in WSSP competitive sporting events (range of year groups/ sports) Children become more used to/ more confident about competing	See WSSP costings from above.	Children from all age groups have engaged in a number of different inter school sports events throughout the year.	Create links with other small rural schools who have accessed the WSSP competition calendar and offer termly school v school events and competitions to target certain year groups and sports teams. Utilise the links of JB's Sports Coaching in other small

				schools to create a competition calendar.
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