



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

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 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:
<ul style="list-style-type: none"> The school has been awarded the 'School Games Gold Award' for the fourth consecutive year. 100% of pupils in Key Stage 1 and 2 took part in at least one intra and inter-school competition in 2017/18. 4 teams from the school represented the school at the level 3 County Championships in tri-golf, table-tennis, orienteering and cross-country. The school won the Year 6 orienteering at county level. The school offer a wider range of activities in 2017/18 including badminton and boxing. 26 pupils from Y6 achieved their gold award in boxing. Staff have received professional development from coaches who have delivered P.E. sessions. 	<ul style="list-style-type: none"> Reception to be included in intra-school competitions (last academic year, none of our reception pupils took part in competitions, whereas all other pupils across the school did). Key Stage 1 to be exposed to expert coaching in a wider range of sporting activities (Key Stage 2 have historically received lots of expert coaching in a range of sports, whereas KS1 has been limited). Ensure all pupils by the end of KS2 can swim the expected distance and strokes (this year, two pupils did not pass their swimming). To continue to invest in new sporting equipment (we want to increase our pupil's exposure to different sports and want to give them the correct equipment and resources to enable them to enjoy new sports). To introduce 'The Daily Mile' (we want our children to be involved in more physical activity than what is expected)

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 25metres when they left your primary school at the end of last academic year?	97%
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?	97%
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?	97%

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: £22294 (inc £6294 carryover)		Date Updated: 26/09/2018	
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: 26.9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> - Increased participation in physical activity at lunchtimes - Increase the sporting offer to pupils within the school - Overall increased participation in physical activity 	<ul style="list-style-type: none"> - Employ a play leader for 1 hour per day to engage pupils in sports during lunchtime. - Invest in a wider range of sporting equipment - Create a 'track' on the playground to complete The Daily Mile - Invest in different modes of transportation to engage those that are reluctant to run 	<ul style="list-style-type: none"> £2000 £2000 £2000 	<p>Play leader works with different groups of pupils as designated by the senior lunchtime supervisor on a range of activities.</p> <p>After carrying out a pupil questionnaire, equipment was bought for activities the children wanted to be made accessible for them.</p> <p>The track has had a substantial impact on both lunch times and break times. Also the track is used by all classes every day to complete the Daily mile (children can have the use of scooters and balance bikes if they do not want to run or walk the Daily Mile). KS1 are using the track in their PE lessons with the balance bikes and scooters.</p>	<p>The aim is for this to continue as it has had a significant impact on pupils being engaged in physical activity at lunchtimes.</p> <p>To make the questionnaires an annual event and analyse the data to see if new equipment is required.</p> <p>To check the bikes and scooters every session and replace when necessary. To buy extra of both as classes are increasing and need to make sure all pupils in the lesson have the equipment available.</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:
				7.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Provide opportunities for pupils to take more ownership of leading sporting activities within the school. - Enable all pupils to take part in physical activity all-year-round. - Reward pupils who represent the school at sporting competitions. 	<ul style="list-style-type: none"> - Train and equip x5 sports ambassadors. - Purchase outdoor clothing as a 'pool' to enable all pupils (including those who persistently forget their P.E. kit) to take part in sporting activities. - Purchase medals, trophies and certificates. 	<p>£150</p> <p>£1000</p> <p>£600</p>	<p>The Sports Leaders were a vital support in our school. They ran lunch time clubs for both KS1 and KS2. They supported the PE Coordinator at events, entering their own teams. They supported HAS at competitions where they scored and refereed competitions. They also won the Hull Active Schools Inclusive Sports Leaders of the Year 2019.</p> <p>The kit had enabled all pupils to participate in outdoor activities, whatever time of year. Spare kit has been purchased so all pupils wear Bellfield kit every session. The outdoor kit has enabled PE lessons to proceed when the weather would of normally canceled the session.</p> <p>Every pupil in the school received a medal for competing in our Sports Day events. Trophies for pupils who had represented the school in a league and for the Sports Leaders. Stickers awarded to anyone showing they are trying their best in a PE lesson and stickers purchased for 1st, 2nd and 3rd places for Sports Day for the whole school.</p>	<p>Continue to invest in training for Sports Leaders every year to build responsibility and leadership skills.</p> <p>Need to invest in more 'spare' kit, especially outdoor trainers so children are not excluded from PE sessions.</p> <p>To continue praising and rewarding children who try their best and participate in a competition.</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:
<ul style="list-style-type: none"> Staff to receive ongoing CPD by shadowing high-quality expert coaches in a range of sports. 	<ul style="list-style-type: none"> Staff will be 'up-skilled' in each of the sporting areas so that they can teach these in future years. 		<p>Staff received CPD with the coaches who came in for their class.</p>	<p>Staff questionnaire showed areas that the staff felt they needed CPD. This has been completed by working alongside qualified coaches of the relevant sports. Another review of staff skills (new staff this year) will need to be undertaken and appropriate CPD organised.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				32.7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Continue to offer a wide range of sports both within and beyond the curriculum in order to get more pupils involved. Identify pupils who are gifted and talented within a sport and offer further opportunities. Increased provision for pupils with physical disabilities. 	<ul style="list-style-type: none"> Coaches for table-tennis, badminton, boxing, football, tennis, cricket, Go-Skoot and pre-pedal Offer additional extra-curricular activities for pupils identified as G&T in different sports, enabling local coaches to recruit our pupils. Offer 'adapted cycling' so that <u>all</u> pupils can ride cycles. 	<p>£6000</p> <p>£1000</p> <p>£300</p>	<p>All KS1 and KS2 children have received professional coaching in a variety of sports. This has led to after school clubs being formed for those who are interested in the sports. Children have then gone on to represent the school at competitions of their chosen sport. After school clubs were organized for children who were identified as G&T. Some of the children went onto represent the school in a league and travelled across Hull to different tournaments. Children from KS2 completed a 6 week program at East Park at the</p>	<p>All of the after-school clubs have been popular and, whilst funding allows, we will continue to offer these experiences for our children.</p> <p>Although we have seen an increase in the number of children taking up sports outside of school (clubs), this is still something we want to increase.</p> <p>Next year, we will look to purchase some adapted bikes</p>

			Adapted cycling for our 121 children who are unable to access cycling at school.	so that we can run the sessions ourselves.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 42.6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Continue to offer pupils the opportunity to take part in competitions. - Increase the range of competitions that pupils can take part in. - Increase the opportunity for KS1 pupils to take part in competitive sports. 	<ul style="list-style-type: none"> - Join HAS in order to access local competitions. - Work with Yorkshire Schools Dance Festival to broaden pupil's experience. - Increase pupil participation in local inter-school competitions. - Invest in leasing a mini-bus to transport pupils to and from sporting competitions. 	<ul style="list-style-type: none"> £1500 £1000 £5600 	<p>Being part of HAS has enabled 100% of our KS2 pupils and 65% of our KS1 pupils to participate in at least one competition this year.</p> <p>Our children trained for 8 weeks before competing at the Dance competition. This was open to anyone whether they could dance or not. Transport and costumes were purchased for the children to participate.</p> <p>Investing in the mini bus has given us the freedom to be able to enter more competitions without the expense of a coach.</p>	<p>Continue to be a member to enable our pupils to access level 2 and level 3 competitions.</p> <p>This competition targeted pupils who don't like to compete in sporting events. Therefore we will be competing again next year.</p>