

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA 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.

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 **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Improved engagement of Physical activity provision within school</p> <p>School games Gold Award</p> <p>New curriculum with better equipped resources for improved level of progressive delivery.</p> <p>Children who are currently non swimmers doing extra session to meet national curriculum targets</p>	<p>More competition for pupils in a wide range of sports.</p> <p>Increased number of swimmers by year 6.</p> <p>Continue to improve physical activity of all pupils and target less active in sports and competitive events to reduce percentage of pupils classed as overweight or obese in height and weight statistics.</p>

Meeting national curriculum requirements for swimming and water safety.	*July 2019 Data
<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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	46%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	46%
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

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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £17,720		Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 5.6%	
Intent		Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>Increase the activity level of all children in school focusing on playtimes and extracurricular.</p> <p>Ensure all pupils have at or above their 30 minute active 30 minute entitlement.</p> <p>Programme focusing on well been of Year 6 pupils.</p>		<p>More Sport based ASC offered this year. Including teacher lead running club, circuit club, dance club.</p> <p>Year 6 well been club offered the chance to attend holistic session aiming to improve fitness levels and reduce obesity whilst reducing anxiety and stress.</p> <p>Equipment purchased to support activities at playtimes and lunchtimes including Skipping ropes for keys stage 1 and 2.</p> <p>Play Leaders roles at lunch and playtimes to ensure physical activity, training given by PE Lead and supported by cluster partnership.</p> <p>Play leaders trained to deliver age</p>		£249	<p>Increased number of children taking part in a more wide range of activities during and after school.</p> <p>Good attendance from year 6 children with pupils well been the focus of weekly sessions.</p> <p>More variation at break times has seen less incident of negative behaviour from pupils.</p> <p>Increased confidence from play leaders in delivery and creating new games.</p> <p>Children playing games independently that have been demonstrated by play leaders</p>	<p>Sustainability and suggested next steps:</p> <p>Ensure Staff are aware of importance of daily exercise and using exercise in breaks with children.</p> <p>Share any new information at weekly staff meetings</p> <p>Monitoring pupils who require extra work with the active 30. Introduce 1 to 1 or small group work with children who need extra.</p> <p>Regular training for all MSA about playground activates and review about lunchtime activities.</p>

	<p>related games for key stage groups.</p> <p>Growing Up in North Yorkshire data collection and analysis of results.</p> <p>Increase provision for children at playtimes.</p> <p>Deploy sports coach to oversee role and ensure physical activity at lunchtimes.</p> <p>Purchase resources to support increased activity of all pupils.</p> <p>Super Movers Weekly Active Assembly.</p>	<p>3 x 30 minutes of Sports leader outdoor supervision £720</p> <p>Total: £969</p>	<p>within their peer groups.</p>	<p>Introduction of more activities</p> <p>We are committed to providing children with the best quality sports equipment. Continue to regularly audit our resources and update where necessary.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>10.7%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Increase all pupils' awareness of the importance of PE and sport for a healthy active lifestyle.</p> <p>Raise pupils self confidence and sense of belonging when taking part in PE and school sport.</p> <p>Offer more diversity and participation to children within the school.</p> <p>Developing sports leadership.</p>	<p>Children have weekly assemblies (Super movers) focusing on been active, using Go Noodle where pupils can see progress by collecting characters when 50 routines are completed.</p> <p>PE Board recording pupils participation.</p> <p>Eat them to defeat them campaign in school</p> <p>All children to be provided with a PE t-shirt to be used in ever PE sessions. The t-shirts will be split into four different colours which will create house teams.</p> <p>More links created with outside providers for children</p> <p>All children in KS2 will be offered the opportunity to develop leadership within PE and sports through lunch and play sessions.</p>	<p>£500 coaching support for pupils</p> <p>£1,386</p> <p>Total:£1886</p>	<p>Full school participation in weekly super mover assemblies.</p> <p>Children can see visual progress from involvement.</p> <p>Regular updated PE board including quotes used from Pupil voice and pictures of children taking part in activities.</p> <p>Positive impact on eating habit and healthy lifestyle, trying more fruit and vegetables using creative ideas at lunch time.</p> <p>During our Eat them defeat the campaign.</p> <p>All children now have PE kits in school, and feel value to having correct kit.</p> <p>Children are now working consistently house groups during PE building communication, confidence and collaboration skills.</p> <p>Increased pupils engagement levels in physical activity and games at play and lunchtimes.</p>	<p>House system extended further into a points for reward scheme within the school environment</p> <p>Increase provision and choice of clubs</p> <p>Further develop pupil roles next academic year and train MSAs, TAs and teachers in maximising physical activity levels at play and lesson times.</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
28%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To raise the quality of PE teaching and sport in school, ensuring that standards are at least good at Barlby Bridge Primary School.	<p>Qualified sports coach HLTA employed who takes an active role in teaching and leading sports provision across the school. Focused placed upon developing the practice of teaching staff through collaborative working and in house CPD.</p> <p>Whole school follows a progressive PE document.</p> <p>Improvement of lesson plans for teachers to follow when delivering PE.</p> <p>PE skipping workshop delivered to the whole school</p> <p>Playground workshop delivered to the whole school</p>	<p>£4104</p> <p>£300 non contact sports lead time</p> <p>£294</p> <p>£275</p>	<p>Monitoring of PE indicates all areas of the PE Curriculum are at least good.</p> <p>Staff are more confident in the planning and delivery of PE using progressive lesson plans from the school games.</p> <p>Teaching staff have offered to run more sports clubs and activities than the previous year.</p> <p>School has maintained attained Gold Sports Games Award in 2019-20 (previously held Bronze award in 2018.)</p>	<p>Continued development coaching of specialist sporting in 2020-21.</p> <p>Ensure implementation of new long-term curriculum overviews and monitor teaching quality.</p> <p>Continue to provide specialist support and coaching to teaching staff through shared lesson planning/ teaching and CPD.</p> <p>Implement new assessment for each half term which can follow pupil through school life.</p>

	Dance teacher working with class teacher.			
	Gymnastic instructor working classes.	Total:£4973		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 33.2%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To offer a broader range of activities to all pupils. Skipping Sessions. Dance Sessions Opportunities provided for all pupils to participate in a wider range of sports and activities. Specific staff CPD training sessions, including team teaching opportunities, led by the sports lead to develop areas of practice. Specialist Forest Schools sessions. Skipping Sessions.	Skipping specialist to deliver workshop designed to impact children’s participation and leave a legacy which shows a positive active playtime using skills learnt.. Qualified Dance teacher to deliver sessions which give the opportunity for children to perform in a showcase performance in the community. Specialist Forest Schools coach now Level 3 trained. Introduced blocks of Forest Schools sessions for all learners in Rec- Year 6 led by Level 3 trained	£1000 £3441 £1440	Children enjoyed Skipping workshops and now forms part of playground routines on a daily basis. Many children bought skipping ropes which can be used at home or school. Children who attend Dance club took part in a showcase event in March. Forest School is an inspirational process that offers ALL learners regular opportunities to achieve, develop confidence and self-esteem through hands-on learning experiences in a woodland or	Conduct pupil and parent voice surveys relating to interest in specific Specialist sports. Offer further variety of sports clubs next academic year. Increase links and relationships with outside providers. Maintain staff specialist skills and training needs. Ensure new equipment and resources purchased to support Forest Schools next academic year. Continue Girls football once Wildcat funded session has finished

<p>Dance Sessions</p> <p>Places provided in after school sports clubs to children from Y1- Y6.</p> <p>New Curriculum with more diversity in sports offered</p>	<p>specialist.</p> <p>Enhance impact of Forest Schools invitation sessions for parents to participate in with pupils..</p> <p>Funded sports placed available to enhance children’s interest and involvement in physical activity after school.This year football, dance, running, fitness and a Well been clubs have been offered. Long term curriculum follows all National Curriculum guidelines.</p>	<p>Total: £5881</p>	<p>natural environment. Forest Schools clearly fits in with environmental, science and outdoor education but also promotes healthy life choices as well as encouraging all children to be active and assisting the development of physical activity</p> <p>Pupils continue to experience broader activities outside of PE curriculum. Positive pupil responses in relation to new skills learnt and activities undertaken. Greater resilience seen within the classroom and when attending sporting events.</p> <p>Wildcats girls football club</p> <p>High uptake of club places for sports with 54 per cent of children attended clubs in the week.</p>	
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: 22.5%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To work with the local community and in partnership with other schools in the area. To extend the sporting chances for all children at Barlby Bridge with specific focus upon SEND and disadvantaged pupils.</p> <p>Intra school competition each half term</p>	<p>Barlby Sports Cluster membership. Increase number and frequency of Selby sports cluster events attended, including events for SEN. Hold regular inter and intra school competitions in a variety of sports. Ensure all pupils have opportunity to participate in competitive sport and focus upon SEND and PP groups. Supply costs for staff to attend events</p> <p>Coach costs to transport pupils to events.</p> <p>At the end of each half term PE block children will get the opportunity to play against each other in house teams.</p>	<p>£1691</p> <p>£1600 supply cover to release staff.</p> <p>£700 coaches to transport to competitive events.</p> <p>Total: £3991</p>	<p>School has mentioned Gold Sports Games Award in 2019-20 (previously held Bronze award.)</p> <p>Children have had the opportunity to take part in competition against their peers in a variety of organised sports.</p> <p>Inter School events: X – Country Quicksticks Netball Tri – golf Yr1 Taster festival Yr 2 taster festival Football fixtures within the Selby Schools League. We had a number of events scheduled which didn't get completed due to COVID – 19 restrictions.</p>	<p>Develop links for fixtures in other sports (netball, Hockey, tag – rugby)</p> <p>Purchase new and replace broken equipment for children to take part in matches.</p> <p>Develop the school house system to allow Pupils to see how their efforts can have a positive impact on competition using the values of the school games.</p>
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Head Teacher:	G Dyer
Date:	13.7.20
Subject Leader:	S. Wood
Date:	13.7.20
Governor:	

Date:	
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