

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><u>Increased engagement of all pupils in regular physical activity</u></p> <p>Fit in Fifteen The Daily Mile was introduced in KS2 in September 2018, however this did not hold the children's attention so a move was made to 'Fit in Fifteen' which empowers the children with knowledge of playground games.</p> <p>This has proved to be much more popular due to the variety of activities.</p> <p>After School Provision Extra-curricular Participation 2016-17 = 64% Extra-curricular Participation 2017-18 = 40% Extra-curricular Participation 2018-19 = 68%</p> <p>*The final figures for 19-20 are not available due to Covid-19* However in 19-20, extra-curricular provision included:</p> <ul style="list-style-type: none"> - Y5/6 Boy's football - Y3/4 Boy's football - KS2 Girl's Football - KS1 Fun Fitness - Dodgeball - Zoneball <p><u>The profile of PE and sport is raised across the school as a tool for whole-school improvement</u></p> <p>Lunchtime Extra-curricular lunch clubs run by teachers and coaches have helped with lunchtime behaviour and given additional opportunities for structured play. This has resulted in a more settled transition into afternoon lessons.</p>	<p>Additional ideas and resources for teachers, in order to keep the offer fresh.</p> <p>Staff audit of skills in order to ascertain the new skills available in school. Pupil voice survey to gauge the children's interests.</p> <p>Additional play resources are needed to broaden the offer to the children including:</p> <ul style="list-style-type: none"> - OAA activities - Construction

Active Maths

In addition, Active Maths has been introduced across school and has a positive impact on the children's attitude to learning.

Increased confidence, knowledge and skills of all staff in teaching PE and sport

CPD has taken place with:

- York City Knights

In addition, the curriculum has been revisited with a comprehensive overview of the skills the children need by the end of each year group. The resources and additional teaching ideas have been matched up to provide the teachers with a comprehensive overview of what to offer.

Broader experience of a range of sports and activities offered to all pupils

Curriculum PE

We have continued with H.I.I.T and the boxing offer has been refined to offer a more skills based approach.

Extra-curricular swimming

Extra-curricular swimming, which is part funded or completely funded, is currently being offered to the pupils in Y4, 5 and 6

Increased participation in competitive sport

Westfield have taken part in a variety of YSSN Level 2 competitions (inter-school)

The figures represent the number of **different** sports we have participated in.

2016 - 2017: 6 (+2 North Yorkshire Finals Appearances)

2017-18: 6

2018-19: 5

The final figures for 19-20 are not available due to Covid-19

However in 19-20, our competitions have included:

- Y5/6 Boy's football
- Y3/4 Boy's football
- KS2 Girl's Football
- Dodgeball
- Zoneball

The playground could be 'zoned' in order to structure the play.

Additional training is needed in Active Maths for new staff and to raise the confidence of existing staff.

The staff skills audit will need to take place in order to 'plug' any gaps in the staff's knowledge.

Based on the feedback from Y6 pupils, the HIIT and Boxing plans have been reviewed and updated. This review process will continue each year.

Extra-curricular swimming will be offered to the children in Y5 and 6.

We are continuing our membership with YSSN which will give us access to a variety of competitions and we will be competing in the activities run by Total Sports.

Meeting national curriculum requirements for swimming and water safety. No data available due to Covid-19	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £20,380	Date Updated: July 2020	
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:
				12%
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 ensure no children miss their two hours curriculum PE due to a lack of kit	Buy PE kit for Y1-6, including footwear.	£500	No child is missing PE due to lack of PE kit.	Kit needs to be checked on a termly basis.
Embed 'Fit in Fifteen'	Buying resources for each class which would then be passed onto another class every few weeks.	£500	Children engage in extra exercise and maintain their enthusiasm	Pupil voice surveys to measure the enjoyment of break times.
Increase the variety of activities on offer at break time.	Total Sports to provide support to run lunchtime clubs.	£360	Positive playtimes – the children are happier and are ready for learning after lunch.	MSAs will also have the chance to watch modelled provision.
Increase the variety of equipment available at break time.	Pupil voice: the children will be consulted as to the equipment / games they want.	£1000	Positive playtimes – the children are happier and are ready for learning.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 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 raise the profile of PE and school sport by celebrating success and exceptional effort.	Notice board in school celebrating PE in school, for example: <ul style="list-style-type: none">- Lessons- Lunch time- After School- Competitions- 	£100	Increased effort in lessons as the children strive to be chosen as the athlete of the week. Signposting to local clubs therefore there is an increased participation in community sport. An increased attendance at ASC An increase in participation in community sport	The board needs to be updated regularly and talked about during assemblies. Baseline needed to establish the current participation rates
To raise the profile of the children's out-of-school activities by celebrating success and exceptional effort.	Notice board celebrating the children's out of school achievements: <ul style="list-style-type: none">- Pictures- Certificates			
To raise their confidence when taking part in PE by coaching pupils from younger years.				
To signpost the children towards a potential career in sport and exercise, including coaching or even support staff (physiotherapist etc.)	Athlete of the week for Y3-6 Reward: gift voucher Assemblies and activities involving local sporting heroes, e.g. York City York Knights RLFC	£240 £FOC		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
Staff feel confident to deliver PE and Sport within and outside the curriculum.	As there are several new staff, the PE audit will be conducted in September 2020. This will inform the CPD offer for 20/21 Sessions to be led by specialised experts and observed / team-taught by staff.	£1000	Staff confidence to deliver the sessions will increase which will be evidenced on the CPD audit. Enjoyment of PE sessions will increase and be evidenced in the pupil voice surveys.	The CPD program, which has been conducted over the last few years, will lead to all staff feeling confident to deliver PE and Sport within and outside the curriculum.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				45%
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:

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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 continue to increase the number of children taking part in intra-school sport and drive the variety of sports in which we take part.	<p>Continue to take part in:</p> <ul style="list-style-type: none"> - Boys and Girls football - Total Sports competitions - YSSN <p>Mr Ellis has well established football clubs and we are part of the York Schools Football league.</p> <p>PE lessons and lunch clubs will complement the completion calendar so the children feel more confident to take part.</p> <p>A staff audit will be used to identify the skills of staff in order to broaden the school's offer</p>	£500	<p>There will be a rise in the number of children representing the school in intra-school competitions.</p> <p>The variety of sports will increase and the children will have chance to take part in a wider variety of activities.</p>	Plan the PE curriculum with reference to the YSSN Competition Calendar.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	R. McEvoy

Date:	10/07/20
Governor:	
Date:	