

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
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 **31<sup>st</sup> 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:
<ul style="list-style-type: none"> <li>Woodlands Academy Netball team voted Inclusive Sports Team of the year at the Scarborough and District sports awards 2020 after winning the U18 National Paraneball Championships in June 2019</li> <li>Development of the We can Dance programme to include entering the Eskdale Festival competition.</li> <li>Increased Rebound Therapy opportunities for SLD/ complex needs students.</li> <li>Introduction of the Play maker leaders awards for more able students to develop their self esteem, communication and organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>Create swimming awards in line with the skills progression tracker. Ensure students and staff are aware of the progression through training and promotion</li> <li>Ensure staff are familiar with the BGA gymnastic progressive award programme.</li> <li>Develop staff confidence in using the Real PE Jasmine online planning tool and therefore increase the students' fundamental movement skills through high quality PE lessons</li> <li>Develop playground activities and confidence in staff delivery and the engagement of students</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	0 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0 %

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes
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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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £ 16 350		Date Updated: June 2020	
<p><b>Key indicator 1:</b> 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</p>					Percentage of total allocation:
					%
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:
Increase of the range of indoor and outdoor equipment to develop the students enthusiasm for Physical activity and exercise both in curriculum time, playtime and extra curricular	Purchase of new bikes – Recumbent and Mountain bikes			Not pursued due to Corona virus.	To revisit the purchase of mountain bikes and recumbent
	Accessories to help maintain eg bike stand, tyres, helmets, gloves etc to educate around safety and bike maintenance		£117 £222.87	Students develop good safety practices when preparing for and during cycling activities	
Increase the range of physical activity opportunities for on and off site	Contribution towards the resurfacing of the cycle track around school to allow safe use for wheel chair users, walking and running, in addition to cycling			This has had to be put on hold for this year due to COVID 19 restrictions	To develop playground markings to facilitate active 30:30 during playtimes/ lunchtimes/ curriculum activities

To increase the practical learning in curriculum time	Yearly subscription to Maths of the Day	£495	Students have taken part in practical maths sessions which has increased their daily activity in line with the 30:30 active minutes	Ensure staff are familiarised with the programme – provide training sessions.
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: %
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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?:
<ul style="list-style-type: none"> <li>Celebration assembly to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the activities and assemblies.</li> <li>Extra notice boards/slide shows in main entrance to raise the profile of PE and Sport for parents and visitors</li> </ul>	<ul style="list-style-type: none"> <li>Achievements celebrated in assembly (match results + notable achievements in lessons etc.).</li> <li>Different classes to do displays.</li> <li>Develop sports reports in School Newsletter to highlight achievement and profile</li> </ul>		<p>Celebration of achievements and awards in assembly has inspired students to want to be part of the variety of sporting activities across the school</p> <p>The Woodlands netball team were voted ' Inclusive Sports Team' of the year in this years Scarborough and District Sports Awards. This was as a result of</p>
			<p>Sustainability and suggested next steps:</p> <p>To implement the BGA proficiency awards into PE lessons – ensuring staff are confident in process</p> <p>To develop progressive swimming awards for the whole school in line with the skills progression tracker</p>

<ul style="list-style-type: none"> <li>• Continue to meet with student sports council to support student voice and share ideas.</li> <li>• Continuing to compete at a region and national level where appropriate</li> </ul>	<p>Take part in next rounds of boccia and panathlon</p> <p>Take part in Para netball Championships</p>		<p>them winning the National Paraneball Championships at Nottingham in June 19.</p> <p>This has inspired more student to be part of the netball team and to represent the school in events</p> <p>Competitions suspended due to COVID 19</p>	<p>Continue to facilitate opportunities for regional/national competition eg Paraneball</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:
				%
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 training to increase knowledge and variety of activities:	Real PE Jasmine Licence Renewal	£174	The Real PE is a holistic approach to PE which forms part of our whole school PE skills progression. The licence provides lesson plans and skill focus' which has enabled non specialist class leads to delivery high quality PE session focusing on fundamental skills	Continue to embed the Real PE approach to PE supported by high quality lesson plans and training sessions to raise confidence and skills set
To Rebound therapy, teaching of PE throughout the key stages, leadership accreditations, qualifications for all abilities	Rebound therapy training x 2 staff		Not completed due to COVID 19 restrictions	Staff to access online/virtual refresher training for Rebound Therapy
	Staff to attend a sports leaderships course Level 1 to develop student leadership for the Higher ability KS4 students		Not completed due to COVID 19	Investigate qualifications/ accreditations eg leaders awards within key stages
To access off site mountain bike opportunities for more able	Mountain bike leader course x 2 staff		Not completed due to COVID 19	To re visit in 20/21



<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 provide a range of physical and developmental experiences for all students to suit all abilities and interests	Special School Sports Partnership Buy in  Additional swimming/ water confidence/ sensory regulation  Indoor rock climbing sessions (The Street)  Horse riding (Snainton Riding Centre)  Compass Gym	£1395 (partial)  £722.50  £691.20  £860  £315	Classes attended a range of events which were linked to various sports and offered pupils the chance to take part in sporting activities they have not before.  Stretched and challenged students to achieve in a variety of ways and experience and gain new skills/ teamwork/challenge/resilience  Specific sessions for students with limited physical activities due to diagnosis.	Continue to use Buy in to access virtual and actual sporting opportunities over the next year

	Skipping Schools Day	£220	To reorganise due to Covid 19 restrictions	Investigate different opportunities for our students including gymnastics, indoor bowling. Reorganise skipping day
	We Can dance sessions - Weekly	FREE	KS 3 4 class choreographed and performed at the Eskdale Festival Competition in February 2020 where they received a Commended Certificate	Work towards 2 groups (lower ability/ higher ability) taking part in next year's festival  Develop a directory of physical activities for parents/carers to support access to activities out of school and for future.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 provide students with the opportunity to take part in competitive sports events with other schools across our region.  Encourage less active groups to participate in physical activities that can be continued post 16/19 (Netball leagues)	<p>Special School Sports Partnership Buy In - this ensures we can attend a range of competitive events with other schools across North Yorkshire suited to our abilities and physical needs.</p> <p>This gives students:</p> <ul style="list-style-type: none"> <li>• Access to all central venue inclusive events on the SSSP calendar: Netball, Tag rugby, football, boccia, kurling, multi skills, swimming sportshall athletics, cycling, athletics, ASC sensory event</li> <li>• Qualified coaching and facility costs</li> </ul> <p>We Can Dance weekly sessions</p>	<p>£1395 (partial)</p> <p>FREE</p>	<p>Unfortunately not all pupils could attend one this year due to covid-19. However from the classes who did attend some of the SSSP events we achieved a gold and a silver award at some of the panathlons. We also attended the first ever autism specific sensory event which was a success. Children all enjoyed the sessions and feedback was good from the staff.</p> <p>Some KS3/4 students attended a Leadership course which supported them in their leaders roles at school with the youngers classes</p> <p>KS 3 4 class choreographed and performed at the Eskdale Festival Competition in February 2020 where they received the judge's 'Commended' Certificate</p>	<p>To continue to promote competitive sporting activities including virtual inter school competitions in addition to competitive activities within 'bubble' groups</p> <p>To develop the young leaders accreditations/qualifications</p> <p>This years' enjoyment and achievement will promote an ongoing interest in more competitive dance. Next year we can work towards more dance groups with a range of abilities.</p>

	Transport costs to sporting fixtures.	£298	More students were able to access a variety of sporting activities (previously limited by transport issues)	
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Total actual spend: £5,510.57

Signed off by	
Head Teacher:	Michelle Hockham
Date:	23.07.20
Subject Leader:	Su Barker
Date:	16.07.20
Governor:	
Date:	