



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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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](http://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"> <li>- IPEP program in place, monitored and evaluated and to be used for assessment and planning ideas.</li> <li>- Accurate and moderated judgements of teacher assessments termly by all staff members</li> <li>- Hull FC partnership scheme in place to enhance skills and knowledge.</li> <li>- Venn sports hub competitions across the trust.</li> <li>- Continued opportunity for a range of sports and physical activity</li> <li>- Equipment purchased to support new sports and activities</li> <li>- Parental engagement in sport activities and supporting learning.</li> <li>- Teachers delivering more PE lessons confidently.</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction of a sports council at school.</li> <li>-Monitor the use of IPEP across the schools</li> <li>-Other external agencies to deliver CPD</li> <li>-Fewer coaches to build up teacher knowledge and skill</li> <li>-Partnership with the University</li> <li>-Aiming for HAS silver award</li> <li>-Top up swimming lessons</li> <li>-Parental engagement with PE</li> </ul>

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?	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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/No Additional catch up swimming lessons are in place for Y5 for children who did not meet the requirements

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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: 2018/2019		Total fund allocated: £19,480		Date Updated: October 2019	
<b>Key indicator 1:</b> 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: 46.2%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Ensure that all children are ready for learning in PE lessons.  All children are participating in PE lessons.  PE kits will not be a barrier for children not participating in PE and Extra Curricular activities.  Children undertaking physical activity outside the PE lesson.  Promoting activities and games at playtimes and lunch times.	-All pupils are equipped with correct and appropriate PE kit, --Staff are setting a good example by also wearing kit. -Staff are promoting welfare and embedded PSHE life skills. -Promote super movers in classes -CPD for LTS to support games and activities (Let the games begin) September 2018 -Equipment available for LTS play leaders -Pupils able to participate in a range of activity inside and outside of PE lessons (inc workshops e.g. circus skills) -Top-up swimming lessons for Year 5 children who did not achieve the minimum government requirement in Year 4	£9000	Top up lessons for swimming completed and high success rate.  PE kits for all pupils not agreed by governors. Instead school invested in kits for teams and additional equipment for clubs and lunchtimes.  Data for PE show a higher % of pupils achieving age related expectations compared to previous year. More children leaving in year 6 can swim.  Invested in training for physical activity and games for LTS. This has had a positive impact on the variety and engagement of pupils being active at lunchtime.	Training for lunchtime staff re-physical games and activities to be developed further.  PE kit still need to be developed across the school so all pupils are changing into PE kits/ sports wear. This needs to be discussed across the school.	
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation: 0%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

Develop the use of skill progression in PE to ensure skills are built upon	-using twitter -using the school App -newsletter	Nil	Skills progression in place for PE and used when planning lessons. PE events and sporting achievements outside of school celebrated through assembly and newsletter.	Ensure skills progression is used consistently throughout the school.
Promote PE events and competitions for parents.	-Promotion of events and achievements during merit assemblies -Introduce Celebration awards for sports	Nil	Opportunities through HFC to reduced price tickets offered to all families.	Celebrating sport and physical activity achievements in school to raise profile.
Promote parental engagement in PE, sport and physical activities	-promote sports week -All children involved in sports activities during sports week -Partnerships with external agencies to promote different sports (e.g. Hull FC player visits, Match experiences, etc.)		Sporting and physical activities during holiday terms promoted well, through St Mikes, North Hull games.	Need to look at ways to increase parental engagement in physical activity i.e mile a day or 365 challenge.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				3.2%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase teacher knowledge and understanding of PE teaching and assessment through using an online tool (iPEP).  CPD opportunities through Hull FC	-Teachers can access and add to PE assessments -Through lesson observation the quality of PE teaching is good or better  -Teachers and support staff are more confident in delivering PE lessons. -Use the online tool to support teachers planning	Year subscription, including staff training £595	HFC delivered training for all teachers in summer term. Staff have a sound understanding of planning 6 sequence of lessons to build on rugby/ball skills.  Skill progression in place as coordinator has used ipep to ensure sequence and progression is evident in long term and medium term planning. Some staff will use ipep for support with planning and demonstrating, for example gymnastic moves.	Continue to work with HFC.  PE coordinator to look at ways to develop the use of ipep across the whole school to upskill staff.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				43.1%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: To use qualified sport coaches in to support and increase the potential of pupils during PE and extra-curricular activities.  To develop more opportunities for physical activity outside of PE lessons.	-50% of year 5 pupils will take part in boxing over a term. -All of KS1 and KS2 pupils will have the opportunity to a scheduled badminton and dance PE lessons through a coach. -planned coaches in badminton, rugby, dance and boxing -KS1 and KS2 pupils will have the opportunity to take part in extra-curricular sport clubs throughout the year.	£6,000          £2,400	Qualified coaches are effective in delivery of lessons and take up for after school club is high. Most clubs full.  Data shows higher % of pupils achieving expected age standards at the end of the summer term.  Year 6 National Child measurement combined 2015-2018 stated that children who were over weight or obese (31%)	Continue to use coaches and look at other sporting groups that may be able to offer afterschool clubs.  Proportion of reception children over weight and obese is high and additional after school clubs for this age range may be appropriate to encourage exercise at a young age.

	Physical activity opportunities outside the PE lesson will include competitions, Hull FC rugby and multi-skills, FAB, rock-a-tots, dance and badminton. 2 year olds to 5 years olds to improve quality of resources and opportunities for moving and handling -All children given the opportunities to participate in extra-curricular sport activities -promote competitions across phases		which is inline with national and lower that local data.	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 7.1%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to work in Hull School Games Network, which provides extra-curricular inter sport competition throughout the year.	-Year 5/6 pupils will be given regular opportunities to compete in inter school competitions. -Year 3/4 pupils will be given opportunities each term to compete in inter school competitions. -Opportunities for children to join clubs outside of school -A raise in the number of children in sports clubs	£1,400	Profile of sports/clubs outside school and pupil's achievements celebrated in school. Higher number of pupil's awarded certificates in school for achievements.  Pupils attended competitions through the Trust schools and HFC rugby. Due to transport issues not all competitions attended last year.	Continue to recognise sporting achievements outside of school through assemblies.  Continue to advertise sporting clubs in school for pupils to attend via leaflets.  Extend the range of sporting clubs available for pupils after school.  Competitions need to be reviewed after school, member of staff allocated to be responsible in organising.