



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](https://www.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: |
|--|---|
| <p>1. Engagement of all pupils in physical activity: Established a tracking system for staff and senior leaders to see which children are accessing and engaging in physical activities, including extra-curricular and competitive sport. 75% of children were engaged in sporting clubs last year.</p> <p>HRBQ 2016 76% play running, skipping, tag games at lunch and break 86% like ball games such as netball and football at break or lunch 5% say that they don't like physical activity 90% say they enjoy physical activity a lot 83% of pupils say that they do at least 5 hours of physical activity in a typical week.</p> <p>2. Raise the Profile of PE and Sport Pupils are taught the values of effort and teamwork in a range of sporting contexts. Sport and PE plays a vital role in building character and resilience and this contributes to Kildwick's outstanding behaviour. Children's participation and achievement in PE and sport features in displays, newsletters and Collective Worship / assemblies, local press and our school Facebook page.</p> <p>Children are encouraged and take pride in representing their school at cluster and county wide events. They thrive on the competitive element but also show support and respect for each other and other schools and their teams.</p> <p>Sport has been used as a vehicle for fundraising for charity and school. For the last two years the whole school has participated in a Santa Fun Run on our field and around our local village where we collectively ran the equivalent of 4</p> | <p>1. Engagement of all pupils in physical activity: Further develop the tracking system to pinpoint those children who appear to be physically inactive (in either a sporting club context or competitively) and use the change for life program to encourage participation in physical activity – run by employed sports coach</p> <p>Use of sports Coach to increase participation in extra-curricular clubs from 75%</p> <p>Utilise the sports coach to train young sports leaders (from year 5 / 6) in organising lunchtime physical activities. This is to try to engage the least active At playtimes and lunchtimes.</p> <p>2. Raise the Profile of PE and Sport Train MSA's in Change 4 life program and in initiating structured play – 10th January at Carelton school. Senior member of staff to attend lunchtime behaviour training along with MSA's at Gargrave School. Implement any necessary changes and sports coach to supervise.</p> <p>Swimming – To increase the number of pupils meeting the national curriculum requirements by the end of year 5.</p> |

marathons.

We work with local sporting clubs and agencies to raise the profile of their sport within the school community – for example Keighley Cougars Rugby, Skipton Tennis Club, High Adventure specific sport subject coaching, Rugby Union, Bradford City youth program.

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

Staff have worked alongside sports coaches to improve their skills and knowledge in, gymnastics, dance, rugby, cricket, football and tennis. These organisations have included – Ilkley tennis club and Skipton tennis club, Keighley Cougars and Rugby England coaches, Sportscool.

4. Provide a broader experience of a range of sports and activities offered to all pupils.

At Kildwick we pride ourselves on the breadth of opportunities offered to our pupils. Reception and KS1 have experienced tennis coaching, tri golf, rugby tots, curling and gymnastics. They have had workshops in Maypole Dancing and participated in this at the summer fair. Key Stage Two experience all of the above and also take part in outdoor and adventurous activities at High Adventure, have had Fencing lessons and all of KS2 prepare, through their PE lessons, to take part in our very own 'Strictly come dancing' competition.

Physical activity is embedded within lessons wherever possible. For example – Maths through sport.

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

Carry out staff questionnaire to identify areas for future professional development – for example – Outdoor and adventurous , athletics, swimming, dance etc

Sports coach to work with staff to provide a program of professional development.

Sports coach to work with MSA's to improve skills and knowledge in engaging pupils in physical activities at lunchtimes.

4. Provide a broader experience of a range of sports and activities offered to all pupils.

Our aim is to increase enjoyment and participation by ALL pupils and give them a range over their time at Kildwick school. Our Sporting TA will provide a questionnaire for the children to ascertain which sports / activities the children would like to try.

5. Increased participation in Competitive sport

As a school we have a 100% participation record in competing in cluster sporting activities. These include Cross Country, Football (boys and girls), Basketball, Swimming, Netball, tag rugby, kwik cricket, rounders, mini Olympics KS1, sports hall athletics.

Kildwick school won the Keighley schools' Cross-country league for Year 5 / 6 boys and girls. The girls in year 5 / 6 came 1, 2 and 3 in each of the four meets. We also came 2nd for the Year 3 / 4 boys and girls. A fantastic event and a fantastic achievement.

We also had a strong presence at the North Yorkshire Cross Country regional finals at Giggleswick, with the year 5 / 6 girls and boys commanding some strong finishes.

A group of 5 pupils attended the Yorkshire Cross-country finals at Dalby Forest.

Kildwick School Holds the School Games Active Mark Gold Award.

5. Increased participation in Competitive sport

We will be appointing a member of staff with specific responsibility to engage pupils and increase numbers of children competing in extra – curricular sporting competitions, particularly with KS1.

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|---|---|
| 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 25 metres when they left your primary school at the end of last academic year? | 95% (Only 1 child unable to on medical grounds) |
| 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? | 95% |
| 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? | 95% |
| 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 – for the academic year 2017-18 – Seven Year 5 children that did not meet the national requirements in year 4 will go swimming again. |

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: 2017/18 | Total fund allocated: £17,270 | Date Updated: Feb 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: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increase the % of pupils engaged in greater physical activity for longer periods of time at break and lunchtime, ensuring they are active for at least 30 minutes a day. | Resource playground to extend opportunities for greater physical activity at break and lunchtime ensuring pupils are active for at least 30 minutes daily. | | % engaged % increase on previous year | |
| Train MSA's and sports leaders to lead physical activities at break and lunchtime | Carry out questionnaire of least active pupils and identify activities they would engage with. Appoint Sports TA who will champion this initiative. | 15 Hours ATA - £7,074 dedicated sports provision CPD Carelton Primary School and Gargrave Primary School | | |
| Increase the % pupils achieving GLD in Physical development in EYFS | Improve Physical development resources and environment within the outside area of EYFS Balance biking / scooting for EYFS | £1000 £500 | | |

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|---|--|--|--|--|
| | | | | |
| 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: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Ensure all pupils are aware of the benefits of physical exercise and sports and to encourage all pupils to aspire to take an active part in school sport and PE</p> <p>Continue to celebrate PE and sport in school through:</p> <p>Team and individual achievements celebrated in weekly celebration assembly and newsletter</p> <p>Whole school display</p> <p>Invite inspirational athletes into school and visits to areas of sporting excellence.</p> | <p>Liaise with Sports for Schools to link Olympians with schools. Arrange a visit.</p> <p>Weekly celebration of sporting achievements</p> <p>Sport TA to design and promote sport through talks in Collective Worship and through display.</p> <p>Create sport tracker</p> | <p>Sports for schools Olympian guest speaker and whole school workout - £300</p> | <p>Pupil questionnaires show % of pupils are aware of the benefits of sport</p> <p>Sports tracker indicates % of pupils involved in school sport.</p> <p>Parents are aware of the benefits of sport. Online Questionnaire</p> <p>Children's self-esteem, team working and resilience is boosted.</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: |
| <p>Provide CPD so that pupils receive a high standard of PE teaching and coaching in sport</p> <p>TA's and MSA's are confident in leading a range of physical activities at break and lunchtime. Increase the opportunity for children to participate.</p> | <p>Staff questionnaire – to identify future CPD areas.</p> <p>Appoint Sport TA to promote and lead physical activities at break and lunchtime</p> <p>Train TA's</p> | <p>MSA Training Carelton</p> <p>15 Hours Sport TA - £7,074</p> | <p>All lessons are good or better</p> <p>Increased % of pupils involved in physical activity at break and lunchtime.</p> <p>Positive relationships between staff and pupils.</p> | <p>Sports TA training staff and sports leaders</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| <p>Continue to offer a wider range of activities both within and outside the curriculum in order to engage maximum numbers of children.</p> | <p>Gymnastics club</p> <p>Dancing – AW dance</p> <p>Cycling – high adventure</p> <p>Cycling</p> <p>Balance biking / scooting – EYFS</p> <p>Tennis</p> <p>Questionnaire to children – what sports they would like to see. Sport TA to provide</p> <p>Inter school trip to High Adventure – team building and outdoor and adventurous</p> | <p>£2000</p> <p>£500</p> | <p>Raised self esteem</p> <p>Behaviour for learning</p> <p>Improved stamina and fitness for life</p> | <p>Staff increase their knowledge which improves the quality of PE lessons</p> |

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|---|---|------------------------------------|--|--|
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| Key indicator 5: Increased participation in competitive 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: |
| <p>Continue to engage children in competitive sport to a high standard.</p> <p>Offer a range of sport so children feel enabled to compete for fun and competition.</p> <p>Inter school friendlies</p> <p>Compete in the cluster schools' events 2017-18</p> | <p>Appoint Sporting TA who will work in conjunction with the PE coordinator.</p> <p>TA to teach specific sports in line with the competitive calendar and also encourage participation of all children</p> <p>TA to arrange inter school friendly competitions to help engage all pupils</p> <p>Analyse the % of girls / boys competing</p> | <p>15 hours ATA – Sport £7,074</p> | <p>Increased number of boys and girls participating in extra-curricular and competitive sport.</p> <p>Increased pride in our achievements.</p> | <p>Sports TA continuing impact on staff CPD.</p> |