



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 2019:	Areas for further improvement and baseline evidence of need:
<p>1. Engagement of pupils in regular physical activity 2018-19</p> <ul style="list-style-type: none"> • Surveyed children and encouraged the least active pupils to participate in clubs that they identified as ones that they would like to try. All clubs reached capacity at 20 and had to operate a waiting list and run alternate sessions. Street Dance was the most popular. • Specialist PE TA has instigated a sports leader program and they are developing their knowledge of how to help and involve other pupils in games in the playground. This is having a positive impact so far • Specialist PE TA is leading two lunchtime clubs on the Rec or the church green. These have been popular and data shows that across these additional days 90% of children were involved in sports and physical activity across the term. • HT leads the running club. Regularly has 20 or more pupils from KS2 and they run on the moor which is near to school. School participated in series of cross country events. • Skipton Tennis club worked with all EYFS and all KS1 pupils from Jan-April. We have since signposted parents to Skipton tennis club with a healthy take up, particularly with their holiday clubs. • KS1 & KS2 street Dance has been very popular and was a club that was voted for by children. This club had to be repeated for both key stages so that all children who wanted to could participate. 90% take up. • Lots of continued success in inter cluster competitions – 2nd Place football, 1st Place Girls football. 1st netball. 3rd tag rugby. We won the cross country event for the second time running. Five pupils progressed to the county finals. • Gold sports Mark achieved. • EYFS moving and handling 2017-19 – 100% of pupils achieved ELG – strong progress. • EYFS – took part in pedal and scoot lessons and learnt to ride a bike. 	<p>Schools were closed on March 20th due to the Covid – 19 Pandemic and therefore lots of these priorities will remain during the next academic year.</p> <ul style="list-style-type: none"> • Specialist PE TA to continue to work alongside dinner staff (MSA) and sports leader in promoting greater participation in lunchtime games. • Specialist PE TA to continue to lead lunchtime clubs and also train sports leaders and MSA to assist with lunchtime clubs. • Continue to Provide swimming for all year groups across the year not just a specific class for the year. • Further develop pupil tracking system of participation in sport. Link governor to monitor this. Kanga sports involvement in this. • Use of Forest School to encourage whole class physical activity / community and family involvement too. • Signposting of sport clubs to parents • Organise more KS1 cross school events • Maths on the move – Kanga Sports • Kildwick Fell Race / involvement at local park run (Skipton / Keighley)

Those Y1 pupils that needed extra support with this also took part.

- Selection of Y3,4,5,6 pupils participated in climbing competition at High adventure

Data from Health and wellbeing survey 2018:

Activity at school playtimes:

- 100% of girls responded that they played running / skipping games/ tag during school outdoor break times (compared with LEA average of 87%)
- 86% of boys said they played ball games during outdoor playtimes and lunchtimes

Enjoy Physical activity

- 72% of girls said that they enjoyed physical activity a lot or quite a lot, compared to 100% of boys.
- 87% of boys and 86% girls are active three times a week or more where they have to breathe harder and faster.

2. Raise Profile of PE and Sport

- Clubs that have run in school re always publicised within the newsletter and promoted as an out of school activity that parents can take their children to. This has had a positive impact but needs to be developed further.
- Pupils are encouraged to make healthy choices and sports leaders present awards in our weekly achievement assemblies.
- Sports events are featured within our weekly newsletters and also our outside display cabinet celebrates achievements.
- Pupils with low self-esteem have been encouraged to participate in low key team building events organised by the SSCO. These have included climbing and multi skills events for both KS2 and KS1 pupils
- Pupils are taught the values of teamwork in a range of sport and PE plays a vital role in building character and resilience. This contributes to Kildwick's outstanding behaviour.

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

- Use of specialist sport coach employed by school to improve the range and quality of sports on offer. 100% of KS2 pupils reported enjoying the lessons taught.
- Staff have worked alongside the specialist sport ATA to improve their skills and confidence in gymnastics, dance, rugby, cricket, swimming.
- Outside coaches have been paid to teach tennis and rugby. Skipton and Ilkley tennis club and Keighley Cougars and RUFC have been signposted as clubs for parents to pursue.
- The sporting TA has delivered training in the PE scheme of work to staff and is available to support staff in delivering of specific elements of the PE curriculum.

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

- As a result of the survey to children, we have been able to provide some new sports for children to experience. For example, curling and archery.
- We pride ourselves in the breadth of opportunities offered to our pupils. Reception and KS1 have experienced tennis coaching, tri golf, curling, gymnastics, dodgeball, football and street dance. They have had workshops in Maypole dancing and participated in this at the summer fair. Reception children took part in a two day balance bike workshop, learning the important skill of riding a bike.
- KS2 experience all of the above and also take part in outdoor and adventurous activities at High Adventure and also Y6 and Y4/5 have separate residential trips to centres in the north of England.
- Y6 spend two days in the summer term learning to ride their bike safely. This culminated in a journey along the canal towpath to Skipton
- We have an excellent relationship with the local secondary school South Craven and they have loaned us their facilities. We do not have the most spacious facilities but we use our local area in order to give our pupils experiences of cross country running, orienteering and team sports.

<ul style="list-style-type: none"> We took a selection of children to Wimbledon 2019 <p>5. Increased participation in competitive Sport 2018-19</p> <ul style="list-style-type: none"> 100% participation record in cluster competition events. These have included cross country (overall first place and sending 5 children through to regional finals), Football (girls 2nd place and boys), basketball, swimming, Netball (1st), tag rugby (2nd), kwik cricket, rounders, mini Olympics KS1, dance and sports hall athletics (2nd) School Games Active Mark Gold achieved Kildwick was placed highly in the Keighley schools' cross country league. Year 5/6 boys came overall second. Year 5/6 girls came 3rd overall. Year 3/4 girls came 2nd overall. 	
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Meeting national curriculum requirements for swimming and water safety.	
<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>	95%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively for example, front crawl, backstroke and breaststroke]?</p>	95%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	95%
<p>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?</p>	<p>Yes – we took those children within year 5 that did not pass the NC requirements when they went in Y4. We will be restructuring our approach to swimming this year (19-20)</p>

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, 290		Date Updated:	
<p>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</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:
Improved engagement in physical activity at breaks and lunchtimes	<p>Sporting TA to train sports leaders. Plan a rota of activities across the playground and field when appropriate. Sport leader to monitor and ensure this is resourced and equipment is well maintained.</p> <p>MSA staff to receive specialist training to deliver group activities at lunchtimes. Encourage and engage those less active. Monitor participation</p> <p>One of sessions, led by specialists, to inspire children to be active. Using equipment that is low cost, sustainable. EG street Dance – using the stage in the playground, skipping workshops</p> <p>Sporting TA to lead lunchtime clubs x 3 weekly. Linked to survey that identifies clubs that children would like offered.</p>		<p>£1300 for equipment plus time for PE leader to train sports leaders and monitor provision.</p> <p>£500 – share with cluster</p> <p>£500</p> <p>£1000 over the year</p>	<p>Activity levels at lunchtime increased</p> <p>MSA inspired to deliver activities that engage children</p> <p>Children motivated to become more active.</p> <p>Increase in physically active pupils</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 improve enjoyment and competence and excel in physical education, sports and activities throughout school	Sporting TA and PE specialists to provide CPD to staff both in EYFS / KS1 and KS2 providing a balance of PE and sports activities so children experience high quality lessons in both traditional competitive team games and in other non-competitive physical activities. Provide CPD so that the impact is sustainable.	£9,275	PE at Kildwick is judged to be good with staff CPD increasing their confidence in delivering all disciplines. Children demonstrate a knowledge of various PE sports and have experience of these.	
For pupils to be physically active for sustained periods of time and to believe that this is a means to leading a healthy life and one that improves their mental health and well-being.	X 2 PE lessons a week. Active lessons in the classroom also – particularly in KS2 – Maths on the move Development of playground and sports leaders to promote a broader range of physical activity opportunities in school	£2,000	Increase in amount of time pupils are physically active. Increase pupil knowledge of the need for exercise and healthy choices that lead to better well-being.	
To increase the range of sports and physical activities which are available for children to participate in.	Running club extended to all KS2 pupils Pedal and scoot lessons for EYFS / KS1 EYFS balance bikes available outside play Tennis lessons for EYFS and KS1 –	£500 £200 £750	Increased participation and also increased uptake of clubs	

	specialist – Skipton Specialist tennis for KS2 – Ilkley High Adventure – Climbing High Adventure – Cycling training – Y6 Santa Fun Run – Engagement / fundraising – on school rec and around village Street Dance Archery	£125 £350		
To enhance the wider curriculum by using the local area and the Peggy Wilson Garden and Grow project – To promote teamwork and resilience / increase physical activity levels.	To set up Orienteering on the moor / Geocaching for classes to participate in. To set up Forest School school rotas and activities at the Peggy’s garden and grow area Training of staff in Forest school Maths on the move for identified groups of pupils Sustain % of pupils in EYFS achieving ELG in movement	Some money used from Peggy’s Garden and Grow project	Increased activity levels by use of our outdoor local space. Improve geographical / science / Maths curriculum knowledge	
To raise the profile of sports and physical activities.	Value participation of pupils in a range of activities in and out of school through presentation of certificates, reports of sporting events in weekly achievement assemblies, newsletter, website.		Profile of sport / physical activities raised	

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:
To Improve the skills and knowledge of staff (Teachers, teaching assistants and MSAs) by working alongside specialist sports coaches. Review curriculum ensuring progression in skills and knowledge.	Sporting TA and PE specialists to provide CPD to staff both in EYFS / KS1 and KS2 providing a balance of PE and sports activities so children experience high quality lessons in both traditional competitive team games and in other non-competitive physical activities. Provide CPD so that the impact is sustainable. Staff feedback forms used to assess skills and knowledge of staff and identify gaps. Time to review the curriculum and progression of PE throughout the school. Time for monitoring impact.	£9,275 – same as above	Staff have increased knowledge of PE disciplines and therefore pupils have a greater experience and also enjoyment of all aspects of PE and sport. Children experience a progressive curriculum which builds on their previous knowledge of various PE topics.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Additional achievements: Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, resilience</p>	<p>Survey completed by all children to ascertain which clubs / sports children would like to try.</p> <p>Incorporate the following sports into our PE program Tri Golf, curling, Archery</p> <p>Pedal and scoot for all EYFS pupils and Y1</p> <p>Cycling Proficiency for Y6, including a cycle ride to Skipton along the canal towpath – delivered by High Adventure</p> <p>Swimming delivered across the year groups from September 20 Term 1 – Class 4 – Year 4/5 Term 2 – Class 3 – Year 3 / 4 Term 3 – Class 2 – Year 1 / 2</p> <p>Subsidised swimming for Y6 pupils who did not reach the threshold.</p> <p>High Adventure – Climbing competition</p>	<p>£500 as above</p> <p>£350 same as above</p> <p>£500</p>	Evidence of pupils participating in a wide range of clubs and sports.	

	Wimbledon trip – Inspire and reward Santa Fun Run fundraising event Continued involvement in South Craven Cluster events			
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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:
<p>To take part in South Craven Schools cluster competitive sporting events and strive to ensure all pupils receive the opportunity to represent school.</p> <p>Take part in other wider events – Giggleswick Tag Rugby / Cross Country events</p> <p>To continue to develop links with local sports clubs – Skipton, Ilkley Tennis Club, Keighley Cougars / Wharfedale RUFC / High Adventure climbing nights / Keighley & Craven Athletic Club /</p>	<p>Ensure that Kildwick takes part in all cluster events.</p> <p>Ensure as many pupils as possible have the opportunity to take part in extracurricular sporting activities.</p>	£200 to South Craven		