



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 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:
<ul style="list-style-type: none"> <li>• Children at Skelton participate in a broad range of sports and physical activities throughout the year (100% participation from Y1 – Y6).</li> <li>• All children now have two hours of quality PE each week within school.</li> <li>• Sports funding used to employ a specialist sports and dance coach.</li> <li>• The specialist sports coach upskills members of staff.</li> <li>• REAL PE resources – multi-ability approach to teaching PE.</li> <li>• Children at Skelton (Rec- Y4) attend weekly swimming sessions from September until Easter.</li> <li>• Any weaker swimmers in Y4/5/6 are offered additional booster swimming sessions.</li> <li>• Each school has an annual sports day – where parents are encouraged to participate.</li> <li>• 2016/2017 Skelton received the SILVER School Games Mark</li> </ul>	<ul style="list-style-type: none"> <li>○ To use KABOCA to gain a baseline level of physical activity levels outside of school and an overview of the pupils daily nutrition.</li> <li>○ Develop awareness and promote the 30:30 agenda.</li> <li>○ Embed physical activity into the school day through active travel to and from school and active teaching.</li> <li>○ Increase the profile of PE and sport within all staff.</li> <li>○ To target the least active and to ensure that they are taking part in additional physical activity opportunities.</li> <li>○ Partner with local clubs – taster sessions in school.</li> <li>○ Apply for the Youth Sports Trust Quality Mark (baseline assessment needed for both schools)</li> <li>○ Re-apply for the School Games Mark.</li> <li>○ Re-establish School Sports Crew</li> <li>○ Embed physical activity into the school day through active travel to and from school and active teaching.</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?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

\*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.

<b>Academic Year:</b> 2017/18		<b>Total fund allocated:</b> £11094		<b>Date Updated:</b> February 2018	
<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: <b>2 %</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>	
<ul style="list-style-type: none"> <li>- For all pupils to have thirty minutes of moderate to vigorous activity, in addition to their two hours of PE, every day.</li> </ul>	<ul style="list-style-type: none"> <li>- To use ‘Super Movers’ concept to promote physical activity within the school day and for the children to use at home to support the 30:30 agenda.</li> <li>- 10 minute activities to be used every day within each classroom/ outside. Staff to be positive role models; promoting healthy lifestyles and a healthy diet.</li> <li>- February Half Term - ‘Fit and Fun February’ All pupils to complete fit and fun activities throughout half term – designed by Class Five.</li> </ul>	FREE resource from the BBC	<ul style="list-style-type: none"> <li>- Staff have completed heat maps (January 2018) to indicate times in the day when the children are active. Aim to review at Easter where improvements have been made and children are more active.</li> <li>- Improved attitude to physical activity and all children taking part in moderate/ rigorous activity for at least 30 mins / day, developing agility, balance and coordination.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff to share what has worked and develop further activity within other curriculum areas. Children to start to take the lead in organising activities.</li> <li>- Evaluate with pupils, staff and parents how frequently ‘super movers’ is being used – Impact at home?</li> <li>- Evaluate enjoyment, difficulty rating and which activities the children are progressing on to.</li> <li>- Impact across the curriculum/ in the classroom? Attention, behavior &amp; concentration levels improved?</li> </ul>	

<ul style="list-style-type: none"> <li>- School to buy into KABOCA to gain a baseline level of physical activity and nutritional levels across both schools (linked to the 30:30 agenda)</li> </ul>	<ul style="list-style-type: none"> <li>- All parents and pupils to complete the online survey by Easter 2018. Pupils to complete questionnaires in school.</li> <li>- Data to be used to identify target group and to track throughout summer term.</li> </ul>	<ul style="list-style-type: none"> <li>- £249/ year subscription</li> </ul>	<ul style="list-style-type: none"> <li>- Use KABOCA data to track sports pupils may want to try, community clubs pupils attend.</li> <li>- Use the KABOCA data to update website and share with parents.</li> <li>- Parents and children to be educated using the KABOCA nutrition data.</li> </ul>	<ul style="list-style-type: none"> <li>- To review throughout the year.</li> <li>- Evaluate physical activity levels and participation in out of school clubs.</li> <li>- Evaluate nutrition levels.</li> <li>- Share results and progress on the school website.</li> </ul>
<ul style="list-style-type: none"> <li>- Develop School Sports Crew to have greater impact at playtimes. To encourage those target children who would normally be sedentary at playtime, to take part in some physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Training for SSCrew - KD</li> <li>- Weekly Rota of activities (playground).</li> <li>- Register of participation</li> <li>- Photos to promote and praise children for participating</li> <li>- Ongoing football tournament (Spring 2)</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in activity from target children during playtimes.</li> <li>- Views of pupils</li> <li>- Review with staff whether it helps with concentration levels and behavior in the classroom?</li> </ul>	<ul style="list-style-type: none"> <li>- SSCrew to review success and develop plan for Summer 1.</li> <li>- Cricket Tournament after Easter hols?</li> </ul>

**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:

43 %

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- Children to experience a wide range of physical activities promoting creativity, expression and performance as well as agility, balance and coordination.</li> </ul>	<ul style="list-style-type: none"> <li>- Funding of a specialist dance teacher to deliver weekly dance lessons</li> <li>- To review planning and start to explore dance from other cultures – Cross curricular links with RE/ PSHCE</li> <li>- Links to sport – i.e. New Zealand HAKA</li> <li>- More use of ICT to look at dance and movement from around the world. Culture, religion, tradition and sporting events ie Olympics (ice skating, gymnastics...)</li> </ul>	<ul style="list-style-type: none"> <li>- £1500.00</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil views – KABOCA</li> </ul>	<ul style="list-style-type: none"> <li>- Promote dance clubs outside of school time (Schools Out/ FRESH)</li> </ul>
<ul style="list-style-type: none"> <li>- Swimming is a high priority for pupils at both schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Continued subsidised swimming for children in Years Rec- Year 4</li> </ul>	<ul style="list-style-type: none"> <li>- £1000.00</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil views – KABOCA</li> <li>- Parents views - KABOCA</li> </ul>	<ul style="list-style-type: none"> <li>- Review payment of swimming lessons.</li> <li>- Work with staff at RSB to develop swimming from September 2018.</li> <li>- Identify which children need to continue to swim and numbers of able</li> </ul>

				swimmers coming into Y2
<ul style="list-style-type: none"> <li>- National Curriculum: By the End of KS2 pupils should be taught to:</li> <li>- swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>- perform safe self-rescue in different water-based situations</li> </ul>	<ul style="list-style-type: none"> <li>- Additional swimming lessons for those that have not yet met the required standard</li> <li>- KD – To source possible swimming lessons and contact parents with options.</li> </ul>	<ul style="list-style-type: none"> <li>- £180</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment from RSB staff at school staff.</li> <li>- Feedback given to parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from parents as evidence of impact.</li> </ul>
<ul style="list-style-type: none"> <li>- High levels of participation in Harrogate Schools Partnership Competitions</li> </ul>	<ul style="list-style-type: none"> <li>- Transport to local sporting events</li> </ul>	<ul style="list-style-type: none"> <li>- £1105.00</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Staff need to look at the sporting calendar and decide whether they could plan activities that would involve pupils walking to some events. Increased physical activity and decreased transport costs.</li> </ul>
<ul style="list-style-type: none"> <li>- PE Leadership</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership time to look at:</li> <li>- Funding options</li> <li>- Resources</li> <li>- PE lessons</li> <li>- Physical activity levels</li> <li>- CPD for staff</li> </ul>	<ul style="list-style-type: none"> <li>- £400</li> </ul>	<ul style="list-style-type: none"> <li>- Staff awareness and profile of PE and physical activity increased.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan in leadership time in relation to next steps from the KABOCA data.</li> </ul>
<ul style="list-style-type: none"> <li>- Resources</li> </ul>	<ul style="list-style-type: none"> <li>- Replace and update resources and ensure equipment is being used correctly at playtimes.</li> </ul>	<ul style="list-style-type: none"> <li>- £300</li> </ul>	<ul style="list-style-type: none"> <li>- Better quality equipment – being used and stored correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- SSCrew to develop use of resources.</li> </ul>
<ul style="list-style-type: none"> <li>- YOUTH Sports Trust Membership</li> </ul>	<ul style="list-style-type: none"> <li>- Work towards the criteria for the Youth Sports Trust Quality Mark</li> </ul>	<ul style="list-style-type: none"> <li>- £300</li> </ul>	<ul style="list-style-type: none"> <li>- Collect and collate evidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Review progress and plan for the following year.</li> </ul>
<ul style="list-style-type: none"> <li>- SCHOOL GAMES MARK &amp; QUALITY MARK</li> </ul>	<ul style="list-style-type: none"> <li>- Work towards the criteria for the SG Mark</li> </ul>	<ul style="list-style-type: none"> <li>- Part of the HSP membership fee</li> </ul>	<ul style="list-style-type: none"> <li>- Collect and collate evidence.</li> <li>- Sharow Gold SG Mark</li> <li>- Skelton Silver SG Mark</li> </ul>	<ul style="list-style-type: none"> <li>- Review progress and plan for the following year.</li> </ul>
<ul style="list-style-type: none"> <li>- Identify Young leaders and Gifted and talented pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Harrogate SSP Leadership Academy holiday programme of over 10 different bespoke leadership courses including the Playmakers leadership Award</li> <li>- Harrogate SSP Gifted &amp; Talented Transition Academy holiday programme to support talented young athletes in their development through into</li> </ul>	<ul style="list-style-type: none"> <li>- Part of the HSP membership fee</li> </ul>	<ul style="list-style-type: none"> <li>- Four pupils from Y5/6 invited to participate.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil views – KABOCA</li> <li>- Parents views – KABOCA</li> <li>- Review participation levels</li> </ul>

	secondary school.			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				43 %
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
- Whole staff team training – REAL PE	- For all staff to have an awareness of REAL PE and how it can be used in PE lessons, in the classroom and playtimes.	£600	- REAL PE to be used from Easter 2017	- Reviewed at Christmas 2017 and discussed how we can use the elements of REAL PE to develop PE further.
- Children to receive at least two hours of high quality PE lessons every week. -	- Funding of a specialist sports coach to deliver weekly PE sessions and to upskill a dedicated ATA	£1260.00	- Pupil views – KABOCA - Claire Colley review - Lesson observations - KD	- Funding secured until 2020 – Sustainability plan from Easter 2018 – staff training & development
- PE CPD	- Identify opportunities to further upskill staff & new members of staff from Sep 2017 - Liaise with Debbie Speed - KD to research possible mentor system – ACES (shared teaching to upskill more staff)	TBC	- Improved staff confidence in delivering PE across the whole staff team. - Lesson observations - KD	- Staff questionnaire re: PE delivery and CPD opportunities.
- More physical activity and sport to be played at playtimes.	- Employment of a GTA to be focussed as a play leader and improve outdoor activity for the Early Years Foundation Stage - Playground games pack - KD	- £2900	- To link with SSCrew participation register.	- Review at Easter – what do the children enjoy most? - How can we make playtimes more active/ fun? - Training for staff?
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> <b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				12 %
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
- Opportunities for children to participate in physical activity and inter school competition	- Continued membership of Harrogate Sports Partnership	- £1300.00	- Pupil views – KABOCA - 100% of children (Y1- Y6) in both schools participate in the HSP competitions.	- Review the events we have attended 2017- 2018 against the calendar for 2018-2019 - Plan events for 2019 – ensure clear links between competition and PE lessons.



<ul style="list-style-type: none"> <li>- For all children to have the opportunity to take part in extra-curricular clubs</li> </ul>	<ul style="list-style-type: none"> <li>- Increase awareness of lunchtime clubs/ sports clubs</li> <li>- Promote local clubs in the area</li> <li>- Encourage more sports coaches to come in to school – trial sessions.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil views – KABOCA</li> <li>- Parent views - KABOCA</li> </ul>	<ul style="list-style-type: none"> <li>- Review participations levels and contact parents directly regarding physical activity levels and participation levels for target children.</li> </ul>
<b>FEDERATION TARGET</b>				Percentage of total allocation:
Key indicator 6: To ensure all pupils are aware of what constitutes a healthy and balanced diet.				0 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- All pupils should understand what a balanced, healthy diet should be</li> </ul>	<ul style="list-style-type: none"> <li>- Review of packed lunches</li> <li>- Review school dinners</li> <li>- Identify target children using PE assessments, eating habit and Rec/ Y6 Height and weight data.</li> <li>- Contact parents regarding food choices.</li> <li>- Develop lunchbox policy</li> <li>- Healthy Schools agenda</li> <li>- Children to lead 'eating reform'</li> </ul>	<ul style="list-style-type: none"> <li>- Within leadership allocation</li> </ul>	<ul style="list-style-type: none"> <li>- Healthier lunch boxes.</li> <li>- Children prepared to eat more of the fruit and vegetables within school.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor target groups and lunch boxes</li> <li>- Review KABOCA data in relation to food evidence within school.</li> </ul>