

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Dishforth Airfield Primary School
updated June 2019

Commissioned by
Department for Education

Created by



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SPORT
TRUST



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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. 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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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: July 2019	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Increase in the number of sport clubs on offer for children throughout the school • Increase in the percentage of children participating in sport clubs either at lunchtime or after school • Continued attendance at cluster events • Some year groups have had experience in new sports such as outdoor and adventurous activities and climbing wall 	<ul style="list-style-type: none"> • Continue to develop staff CPD through team teaching and observations of good practice in school – increase staff confidence in teaching less well known sports such as lacrosse • Further develop clubs offered to children – aiming for over 50% of children to attend a sports club • Increase and continue participation in competitive sport – especially with KS1 children as they have not been to a competition this year • Specialists to visit school to enhance pupil’s experiences in sport – positive feedback from Y6 who went to the climbing wall in Harrogate – important to expand experiences for all children

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	89% (one child in the Y6 cohort has not attained 25m)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	89%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%

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?

No – school looked into using this however circumstances beyond our control have meant it hasn't been used for swimming.

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: 2018/19	Total fund allocated: £17885	Date Updated: July 2019		
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: 49%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide a range of sports clubs throughout the school year to encourage participation in physical activity and provide more opportunities for children to take part in physical activity both at lunchtimes and after school	<p>Increase lunchtime clubs offered to all children. Involvement of MSAs to run daily lunchtime clubs.</p> <p>Energy leaders to be trained to ensure sustainability with a mobile pupil population – energy leaders to run sports activities with both younger and older children</p> <p>Increase the range of sports clubs on offer through specialists and coaches</p>	<p>MSA £2089</p> <p>Training for energy club leaders £100</p> <p>Sporting Start after school sport club £1260</p>	<p>Increased participation in clubs, the range of clubs and amount of sports from last year.</p> <p>Autumn term: 3 sport clubs on offer to KS2 with 35 children attending out of 61 (57%) 1 club on offer to KS1 with 15 out of 38 children attending (39%)</p> <p>Spring term: less clubs due to dark nights in this term. Gymnastics 24 children (Y2-6) club full. Yoga FS2 8 children</p> <p>Summer term after school clubs: KS2 netball (16chn), ball games (20 chn) KS1 games (10 chn), athletics (15 chn)</p>	<p>Audit the attendance at clubs.</p> <p>Questionnaires for pupil views on clubs and what they would like to see in the future.</p> <p>Access different sports to broaden children’s experiences further (had lacrosse club in 2018).</p>

Purchase equipment for specific use at lunchtimes to promote physical activity. New trim trail for 2019	Purchase of equipment to be available during lunchtimes – spinning plates, games (badminton) New trim trail for all pupils to access at play time and lunch time	£100 £5217.43	Equipment purchased to date available for use at lunchtimes to encourage physical activity. Trim Trail for Y1-Y6 and physical development tower for EYFS due to be installed in March 2019 – now installed and in full use	Questionnaires for children about active lunchtimes – gain pupil views on further equipment they would like to have available.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1.2% This will increase
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Display in school to promote PE achievements and events Energy Club Leaders to contribute to displays and newsletters Assemblies to award certificates for swimming Sports Day medals Inspire through sport	Display up to date throughout the year to promote sport in school. Friday celebration assembly used to award certificates for swimming and also any sport children are involved in outside of school. Children are encouraged to bring awards into school to share with the school community – display board of achievements in the hall Hammer thrower Jessica Mayho to spend a day in school on Friday 7 th	 £167.10 swimming badges £58.78	 Children have their achievements celebrated and valued Refer to competitions indicator – this has supported the profile of sport being raised across the school Impact of having a professional sports person in school was	PE to be highlighted on the School Improvement Plan – to include emphasis on clubs, competitive sports and new opportunities for children Role models – local sporting personalities invite into school so pupils can identify with success and aspire to be a local sporting hero – use military links as many personnel are successful across a range of sports

	June to inspire children and deliver workshops		evident throughout the day. The children were inspired to hear Jessica's start in sport and asked a wide range of questions.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to upskill teachers and TAs to ensure they are confident in delivering PE skills to ensure progression in children's physical activity	Staff throughout school work alongside staff from Sporting Start and also Sam Rich (professional dance teacher) throughout the year. Opportunities for team teaching, observations and sharing of good practice.	£7105 – professionals	Staff have gained skills to use in the planning and delivery of their lessons. Quality PE planning and delivery.	Questionnaires for staff to gain information for further CPD needs. Observations of PE lessons to ensure good / outstanding teaching.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide opportunities for children to take part in a variety of sports to encourage them to explore physical activity they enjoy. Provide opportunities for children to take part in new sports to encourage their interests in physical activity. Year 6 children took part in outdoor and adventurous activities funded through the sport premium	Running a variety of sports clubs throughout the year available to all children including archery, lacrosse Circus skills Y2/3/4	£490	See key indicator 1 for club evidence Opportunities to try different skills to promote gross and fine motor skills Teamwork skills were explored, self-esteem and confidence raised.	Look at the possibility of holding intra-school competitions Pupil voice – which sports would children like to try Use funding to get providers into school offering a wide range of sports

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10.3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Engage more pupils in sports competitions regardless of their ability Increase opportunities for children to take part in school competitions	Annual cluster calendar of events in place. Children taken to some events.	£744.25 – bus throughout the year £50 (netballs) £1000 sporting start – facilitating and running competitions for the Sports Partnership £52 dance festival	All children in KS2 take part in the cluster sports day so they have had experience of working as a team and competing against children from other schools – June 2018. 2018-19 as a school we have entered into more competitions – see below Competitions autumn 2018: Cross country – 23 children (Y5/6) Y5/6 football – 7 boys and 7 girls Y5/6 tag rugby – 7 children Y3/4 hockey Y5/6 hockey Spring 2019 – Y5/6 dance festival Summer term: whole KS2 to attend the cluster sports day in June	Look at the possibility of setting up intra school competitions Increase participation of KS1 and KS2 children in competitions