



# 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

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:  |
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| <p>Improvement from bronze award to gold award within 12 months for the school games Mark.</p> <p>All data has been computerised and each teacher now has access to this to be able to add children who have attended competitive sport tournaments swimming data and data to do with sen and bne.</p> <p>Festivals provided by the school sports partnership have been attended by non-participating competitive pupils</p> <p>The number of children from Year 6 in a sports forum has increased enormously from last year. These pupils are having weekly meetings To help decide where we can improve PE across the school and where funding should be focused on</p> <p>We have introduced a number of new sports including ultimate Frisbee fencing and yoga is planned.</p> <p>In the school sports partnership Tockwith work first place in hockey golf and swimming tournaments and for children participated in the North Yorkshire cross-country finals.</p> | <p>To provide extra lessons for Year 5 and 6 pupils who have not met the 25m swimming standard.</p> <p>To purchase more balance bikes for early years as these have had a dramatic effect on their balance and coordination.</p> <p>Tockwith will focus more next year on skill based training alongside games to improve and educate the children in all aspects of Sport including things like nutrition.</p> <p>We will try to provide more one-off new sports experiences for all pupils so that they are able to access a number of new sports and create partnerships with local clubs in the area.</p> |
| <p>Meeting national curriculum requirements for swimming and water safety</p> <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>   | <p>Please complete all of the below:</p> <p>89%</p>   |

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| 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 <b>over and above</b> the national curriculum requirements. Have you used it in this way? | No  |

#### 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

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| Academic Year: 2018/19   | Total fund allocated: £17620   | Date Updated: 09/07/18 |  |
| 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:<br>14%   |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:  | Funding allocated:     | Evidence and impact:   |
| 1) Playground equipment will be purchased to increase activity across the school at lunch and break time.  | <ul style="list-style-type: none"> <li>Complete inventory list of current equipment</li> <li>Find out from staff and pupils equipment they want</li> <li>Find and order equipment</li> <li>Hold an assembly to teach the pupils how to use the equipment</li> <li>Train Year 6 play leaders and midday staff to use the equipment</li> </ul> | £481                   | <p>Pupils use the equipment at both break and lunch times. With the help of midday staff and play leaders, pupils use the equipment to play a variety of games. Increased activity across the school.</p> <ul style="list-style-type: none"> <li>"I do some shooting practice when I want a change from playing football. I enjoy it because it gives me a challenge and I can push myself" Harry Year 2</li> <li>"It's great to see children using the basketballs. Their shooting skills and the ways they move around the court are impressive. The different ways that they are able to pass and shoot have</li> </ul> |
|  |  |                        | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>Link respect value to looking after equipment through assembly to make sure equipment lasts a long time</li> <li>Extra training of staff of games to implement</li> <li>Extra training of Year 6 play leaders and start transition for Year 5s in the final term for next year</li> </ul>   |

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| 2) Equipment to be purchased to allow teachers to run inspiring lesson and cover the curriculum                     | <ul style="list-style-type: none"> <li>• Took an inventory list of current equipment</li> <li>• Contacted all staff for items needed in their own classes</li> <li>• Ordered the equipment</li> </ul> | £1911              | <p>massively improved" Mrs Starr HLTA &amp; Midday Supervisor</p> <ul style="list-style-type: none"> <li>• Lead teacher during observations noticed an increased participation throughout the school and quality of lessons increase.</li> <li>• "It's been a pleasure to witness children active and enjoying PE with smiles on their faces. I believe the skill level of the children has increased due to quality equipment and teaching. This has been shown with our results against other schools."</li> </ul> | <ul style="list-style-type: none"> <li>• To monitor the quality of equipment and replace when needed.</li> <li>• To hold assemblies on treating equipment with respect</li> <li>• Lead teacher to organise and tidy the PE areas</li> </ul> |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement |   |                    |  | Percentage of total allocation:   |
|   |   |                    |  | 4%  |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:  |

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| 1) Sports books to be purchased to increase engagement of pupils in reading. This links to the whole school drive of reading  | <ul style="list-style-type: none"> <li>• Identify pupils who are disengaged with reading</li> <li>• Research quality sport themed texts</li> <li>• Purchase books</li> </ul>   | £262.75 | <ul style="list-style-type: none"> <li>• Reading results and engagement across the school has increased</li> <li>• Pupils have a wider range of genres to choose from giving them access to different authors and styles of writing which in turn has lead to increased predicted reading and writing results ( SATS Year 6 96% prediction for expected and greater depth )</li> <li>• "I have read 12 of the books we got. I'm very active and I love reading the facts about the sports I play. I now read every night." Matt Year 4</li> </ul> | <ul style="list-style-type: none"> <li>• Head of reading to monitor trends of books read.</li> <li>• All teachers to encourage pupils to read a wide range including sport books</li> </ul> |
| 2) Technology for evaluating PE (assessment and planning with the quality of lessons). To help provide staff and children with accurate assessment<br>IPAD and Tripod | <ul style="list-style-type: none"> <li>• <u>Computerise</u> assessment data and share among staff</li> <li>• In collaboration with ICT lead, train staff in using apps to help evidence assessment</li> <li>• Purchase and set up Ipad and Tripod</li> </ul> | £500    | <ul style="list-style-type: none"> <li>• Staff have used the equipment to <u>make accurate</u> assessment of all children through Google Drive</li> <li>• Staff have used apps such as Seesaw to film the children for evidence to use in assessment</li> <li>• "They have allowed us to record and review good examples of skills and draw out key teaching <u>point</u>. We have been able</li> </ul>   | <ul style="list-style-type: none"> <li>• Train staff in how they can use video technology to improve skills through filming in slow motion to then provide feedback to children.</li> </ul> |

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|  |  |  | to share this via apps such as seesaw and bloomz. They have never had this before in PE and they have been able to comment on their child's progress. Being able to film the dance festival allowed parents unable to make it to still view it at a later date." Mr Skidmore Y2 Teacher and ICT Lead |  |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |   | Percentage of total allocation:  |
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|   |  |                    |   | 32%  |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps:   |
| 1) York Knights specialist rugby coach will work alongside our Year 5 and 6 teachers (5 new member of staff) to deliver their alliance programme. This will give our teaching staff a better knowledge in delivering tag rugby and several ideas to put into their future PE lessons thus enhancing quality of teaching for pupils. | <ul style="list-style-type: none"> <li>Arrange a meeting with York Knights programme manager</li> <li>Talk through the various programmes on offer and choose the most suitable for school.</li> <li>Speak to the two teachers and have a clear understanding of the programme.</li> </ul> | £477               | <ul style="list-style-type: none"> <li>Pupils have been exposed to high level coaching from a professional Rugby League player</li> <li>Teachers have observed for CPD in coaching and games they can adapt to a number of sports</li> <li>Pupils finished 2nd &amp; 3rd out of 12 in Rugby League tournament</li> <li>14 KS1 children have attended an after school club that wouldn't have been available</li> <li>"It was super to see such an organised set of lessons from a very experienced ongoing coach and player from yorkcityknights who was at fantastic attitude to the children controlling them and setting everything up based on skill teaching." Mrs George Year 4</li> <li>"I thought it was great because he taught us different techniques and</li> </ul> | <ul style="list-style-type: none"> <li>Teachers to share their planning with other staff members to make the programme sustainable</li> <li>Look at attending future York Knights events and competitions to get more children involved in competitive sport.</li> </ul> |

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| 2) Lead teacher planning, monitoring and training with academy specialist   | <ul style="list-style-type: none"> <li>to organise days when lead teacher meets with academy specialist and arrange cover</li> <li>to arrange days for monitoring lessons and arrange cover</li> </ul> | £2000 | <p>strategies for improving our game play." Harrison Year 6</p> <ul style="list-style-type: none"> <li>Lead teacher has created a curriculum map for all teachers to understand the skill development across all year groups. This has also allowed for more specific targets for children to achieve.</li> <li>Lead teacher has monitored lesson of each teacher as well as speaking to pupils. This has highlighted areas of strength and weakness allowing for training to be put in place for future years.</li> </ul> | <ul style="list-style-type: none"> <li>To arrange with academy specialist training for EYFS and gymnastics for next year</li> <li>Lead to monitor delivery of new skills curriculum</li> </ul> |
| 3) Sadie Flower (dance specialist) to work alongside Y1 teacher (NQT) and Y5 teacher to deliver a half term dance unit package. This will offer CPD for staff of how to structure a dance unit and to use this to improve the provision for dance in the future. Teachers have a greater understanding of how to breakdown units of dance and how to ensure maximum impact for all. | <ul style="list-style-type: none"> <li>Contact Sadie to arrange dates and times</li> <li>Liaise with Y1 and Y5 teachers to organise</li> <li>suitable time</li> </ul>                                  | £3000 | <ul style="list-style-type: none"> <li>Both classes have managed to perform a showcase to parents and school showing their unit of work. Children made excellent progress and staff felt more empowered to deliver their own units.</li> <li>It highlighted the high expectations staff should have of the children.</li> <li>Worked very effectively to reinforce topic. Pupil interviews highlighted how</li> </ul>  | <ul style="list-style-type: none"> <li>Lead to observe Y1 &amp; Y5 dance lesson to analyse impact</li> <li>To hold Tockwith Dance afternoon to showcase all classes dancing</li> </ul>         |

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| 4) Rachel Hildreth (cricket specialist) to deliver cricket coaching sessions as well as a staff CPD meeting to staff. This will give our teaching staff a better knowledge in delivering cricket and several ideas to put into their future PE lessons thus <u>enhancing</u> quality of teaching for pupils. | <ul style="list-style-type: none"> <li>To contract Rachel and arrange times and dates for the curriculum cricket lesson and after school club</li> <li>To produce and send out letters for the after school club</li> <li>To arrange with teachers a timetable for lessons</li> </ul> | £150               | <p>much the children enjoyed the units.</p> <ul style="list-style-type: none"> <li>"It was really good because she taught us moves but allowed us to create our own dances using the moves and ideas she'd given us." Orla Year 6</li> <li>All teachers observed a lesson delivered by Rachel and witnessed games which they can adapt to their own classes so it is sustainable</li> <li>Children have developed their cricket skills and it has increased their interest in sport participation</li> </ul> | <ul style="list-style-type: none"> <li>To purchase new cricket equipment</li> <li>Lead to observe teachers to see how they are using the games and ideas</li> <li>To contact the local cricket clubs for information on how to join outside of school</li> </ul> |
| <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils   |   |                    |  | Percentage of total allocation:  |
|  |   |                    |  | 6%   |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:   |
| 1) To hire a fencing instructor to take classes in curriculum time and run an after school club for children highlighted participating in limited sport  | <ul style="list-style-type: none"> <li>To call instructor and arrange dates and times to come in</li> <li>To arrange with teachers a timetable for the classes</li> <li>To produce and send out letters for the after school club</li> </ul>  | £1100              | <ul style="list-style-type: none"> <li>Greater pupil participation within school</li> <li>A number of children have inquired to join the local fencing club</li> <li>All teachers were trained to give the ability for future lessons</li> </ul>   | <ul style="list-style-type: none"> <li>To purchase equipment for school</li> <li>To set up an after school fencing club</li> </ul>   |
| <b>Key indicator 5:</b> Increased participation in competitive sport   |   |                    |  | Percentage of total allocation:  |
|  |   |                    |  | 11%  |

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| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:  |
| 1) Buy into local school sports partnership. To enable pupils to engage in competitive sport and reluctant participants to go to festivals  | <ul style="list-style-type: none"> <li>Speak and arrange meeting with school sport partnership</li> <li>Check with SLT for cover during events</li> <li>Buy into package</li> <li>Get the lists of the events from partnership and put onto school calendar and share out amongst teachers</li> </ul> | £525               | <p>Ongoing numbers of participation (SEN)</p> <ul style="list-style-type: none"> <li>71% KS2 have represented the school from Sept 2018 to date</li> </ul> <p>Gold award (county level)</p> <p>"It's really good because you get to play against other schools and challenge yourself against other pupils our age. It's great to represent my school because I'm not as academic and allows me to feel like I have achieved." Erin Y6</p> <p>"Taking part in a competition made her feel excited about sports as she is usually a reluctant young girl. She enjoyed being good at a sport and greatly improved her confidence in her own ability and willingness to try new sports. She was thrilled to represent the school." Mrs Cook Parent of Y4 child.</p> | <ul style="list-style-type: none"> <li>Providing information on local clubs to inspire children to continue being physically active</li> <li>To use Ebor assessment (social part) to broaden attitudes towards competitive sport mainly resilience</li> <li>To identify year group (mainly KS1) and work with sports partnership to increase the number of events for them</li> <li>To host more tournaments to cut down on the number of coaches required</li> </ul> |
| 2) To hire coaches to allow pupils to attend swimming lessons and tournaments. This will mean children will undertake the national curriculum of swimming and allow pupils to attend competitive tournaments against other schools. | <ul style="list-style-type: none"> <li>Identify tournament dates and size of team required</li> <li>Book coaches</li> </ul>   | £1285              | <ul style="list-style-type: none"> <li>Opportunities were offered to all children regardless of background and income.</li> <li>Children were able to participate in competitive and noncompetitive games and activities</li> <li>Pupils could enter Level 1</li> </ul>  | <ul style="list-style-type: none"> <li>To contact the STAR alliance coordinator to arrange hosting certain events at Tockwith to reduce cost of transport</li> <li>To contact bus company to arrange special prices for</li> </ul>  |

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| 3) To allow reluctant pupils to take part and shine in a local dance festival | <ul style="list-style-type: none"> <li>• Select pupils from questionnaire gathered about sport participation within and outside of school.</li> <li>• Ring competition to submit entry</li> <li>• Arrange after school club to practice with teacher</li> <li>• Organise with teacher timetable for events</li> <li>• Produce and send letters for the club and event</li> <li>• Organise a coach to the event</li> </ul> | £184 | <p>and 2 events for the North Yorkshire Games</p> <ul style="list-style-type: none"> <li>• Pupils participated and increase their confidence and self esteem when undertaking physical exercise.</li> <li>• Pupils performed to the whole school and parents to show off skills developed</li> <li>• "The majority had never performed or experienced dancing on stage so this was a real first for them. Some of the children have taken up dancing lessons since participating in the festival and parents also commented on how amazed they were at how confident their child was on stage...something I thought I'd never see them do" Miss Hargreaves</li> </ul> | <p>school</p> <ul style="list-style-type: none"> <li>• To enter the competition again next year</li> <li>• To organise an after school club</li> </ul> |
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Note: 33% of funding has not been spent. This was to repair outdoor play equipment however quotes and contracts could not be organised and signed before the end of the academic year. This will be fixed in 2019/20 year.