



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Awarded by School Games Mark: Gold (carried over from 2019 due to Covid 19), award recognising our achievement during Autumn & Spring terms as well as our Virtual learning due Covid 19. • Increased percentage of children from each class participating in a tournament/festival. (Target was 80% whole school, 99/120 were able to go =82.5%. This number would be higher but cancellations of tournaments due to Covid 19) • Attended all but one tournament/festival invited to by the sports partnership • Achieved Level 2 in the sports partnership by placing in Cross Country and winning Hockey tournament • Introduced new sports such as Archery • Taken Y3/4 on a trip to Manchester United to inspire them into sport (Y5 trip to Thirsk Racecourse cancelled due to Covid 19) • Introduce a new skills based curriculum focusing on complete physical development rather than just teaching a sport 	<ul style="list-style-type: none"> • Consistent assessment of children throughout the school • More time for physical activities during other lessons • Introduction of an Orienteering course with mapping • Establish more links with local clubs and organise taster days and activities to promote these. • Promote walk and bike to school programme for the children. • To introduce nutrition lessons and healthy living week

Meeting national curriculum requirements for swimming and water safety.	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
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

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: £17,690		Date Updated:03/07/2020	
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					Percentage of total allocation: £3,438.53 = 20%
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:
1. To provide children with two hours of quality PE time with the correct sized equipment. To increase the number of children partaking in 30 mins of physical activity during break and lunch times. 2. To allow AR the opportunity to exercise during break/play times	1. Create a staff questionnaire to discuss ideas for lessons and break times <ul style="list-style-type: none"> Hold a school council meeting to discuss ideas for playground equipment Do an inventory check and removed broken and old equipment Research prices and websites to buy new equipment and email the school office Hold an assembly to show how to use the equipment safely and with respect 2. To conduct meeting with child’s parents to discuss activities she enjoys and advice from physio		New and replacement of equipment £3074.36 Specialised Bike for child with disability £364.17	1. Through PE observations, staff using the new equipment and classes are using correct sized equipment now. This has resulted in pupils showing skills they struggled to before. <ul style="list-style-type: none"> “Before we were using basketballs which were meant for Year 6 with my Year 2 class. Having the right size equipment has meant the children can develop their all-round skills for their age and build.” Mr Skidmore (Y2 teacher) “I love having a choice of activities at break. Before, 	1. Assembly to link school equipment to our value of respect <ul style="list-style-type: none"> To keep regular update of inventory To store equipment safely in quality containers To train new Y6 play leaders To train lunch time staff on how to keep kids active at lunchtime 2. To store away in locked shed <ul style="list-style-type: none"> To keep it regularly checked

	<ul style="list-style-type: none"> To research prices and websites to buy bike and to place order To train class teacher and other staff on how to use the bike safely with her 		<p>it was mainly just football but now we have loads to choose from.” Harry (Y3)</p> <p>2. AR has shown improvement in her physical strength. She is now able to join in games she may not have been able to before</p> <ul style="list-style-type: none"> “A has loved her bike. It is wonderful to see her play with the other pupils in the class.” Miss Murphy (Y1 Teacher) 	<ul style="list-style-type: none"> To train Y2 teacher on how to use the bike effectively To take advice from parents and physios on other specialised equipment
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: £846.93 = 5%
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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:
<ol style="list-style-type: none"> To improve the physical development of EYFS and KS1 children through increased fine motor skills opportunities To improve the physical development of KS2 children through opportunities for outdoor learning which focus on both fine and gross motor skills 	<ol style="list-style-type: none"> Organise meeting with EYFS and KS1 staff to discuss the idea <ul style="list-style-type: none"> Organise the items we want to buy Send the order to the office Identify the children who require the improvement in their physical development Arrange a meeting with all KS2 staff to organise the children who would benefit from the intervention. 	<p>Early Physical Development £666.52</p> <p>Outdoor active equipment £180.41</p>	<ol style="list-style-type: none"> Due to Covid 19 no teacher assessment on who has reached Early Learning goals. However, from teacher assessment before lockdown children were using the equipment and interventions were put in place. These interventions were positive and improved handwriting and also other aspects on 	<ol style="list-style-type: none"> To assess the children in September and choose who needs intervention with this. <ul style="list-style-type: none"> To store the equipment safely To research into ways of using the equipment in multiple ways To start projects to help build on the skills they have learnt

	<ul style="list-style-type: none"> • Classify the items we want to purchase and how they develop the child's motor and gross skills • Put the order in with the office staff • Train staff who are delivering the intervention 		<p>their fine motor skills.</p> <p>“The children have loved the equipment. It has really helped in the provision area allowing children to use it independently and develop their own skills. Where needed, staff introduced games and activities for the enhance the learning.” (Miss Hargreaves EYFS)</p> <p>2. All the intervention group have develop their ability to use their gross and fine motor skills. This included digging, tying knots, building dens and shelters. Within this, we have used this as a pastoral intervention, allowing the children to build on teamwork, communication and respect.</p> <p>“The intervention group have all enjoyed the outdoor active equipment. These are children who are less developed in a number of areas and struggle with the day to day school like. Giving them the opportunity to be outside creatively has not only helped them physically but mentally as well.” Mrs Slack (Pastoral lead)</p>	<ul style="list-style-type: none"> • To continue the pastoral aspect on respect of equipment • To store the equipment safely
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1212.50 = 7%
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:
<ol style="list-style-type: none"> To give opportunities for our staff to learn from experts and develop their own knowledge of delivering PE. This will ensure pupils are given the highest quality of PE lessons PE lead to work with Academy specialist to improve PE across the school through CPD, running tournaments and offering online support during Lockdown 	<ol style="list-style-type: none"> Identify the strengths and weaknesses of each teacher and who requires CPD <ul style="list-style-type: none"> Call Chance to shine and arrange meeting with them Arrange with the office the after school club Meet with Academy specialist to discuss the plan for the year and improvements to be made <ul style="list-style-type: none"> Organise tournaments across the academy (cancelled due to Covid 19) Organise online sessions and activities with specialists help 	PE Coordinator expenses £62.50 Chance to shine cricket £150 Academy specialist £1000	<ol style="list-style-type: none"> Teachers observed CPD and then through Leader observations used the knowledge in their own lessons <ul style="list-style-type: none"> Children observed during play times using the skills they learnt through these sessions Tockwith have had a clear structure for PE put in place from the subject leader <ul style="list-style-type: none"> Tockwith out of 24 academy schools were the 3rd most involved for the online activities. This is against schools 3 times their size 	<ul style="list-style-type: none"> Send out a teacher questionnaire to gain ideas for CPD next year Teacher Observations and feedback for improving Use academy specialist to organise more tournaments linking around big events such as Euro 2021 and Olympics
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£1193.95 = 7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>1. To give the children opportunities to experience new sports</p>	<ul style="list-style-type: none"> • Find archery equipment online and send to office to purchase • PE lead to train on leader's training day then pass this onto the other staff • Arrange a time for classes to have a go (not all classes had this go due to Covid 19 Lockdown) 	<p>Archery Set £599.99</p> <p>Frisbee Target game £25</p> <p>Tri Golf £498.98</p> <p>Orienteering £69.98</p>	<p>Note: Tri golf and Orienteering bought at the end of the year so no evidence of impact. Bought for the following year.</p> <p>A number of children have had the opportunity to try Archery for the first time. Improvements have been made in a very short space of time.</p> <p>"It was so cool and amazing to do Archery. I've never had a go at it before. I felt like Robin Hood." Monty Year 3</p> <p>"Having worked in an urban school with limited space the chance to be outdoors doing orienteering and seeing the children use all of our facilities will be brilliant." Mr White</p>	<ul style="list-style-type: none"> • Train the staff to use the archery equipment and show them the benefits of use especially with maths. • Start an archery extra-curricular club. • Organise competition with other academy schools. • Enter the North Yorkshire competitions • Organise a drone to map out the school. • Fix the orienteering equipment in place and print off maps. • Train the staff in how to use the equipment for both PE and other subjects.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £1915 = 11%
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:
<ol style="list-style-type: none"> Buy into local school sports partnership. To enable all pupils the chance to engage in competitive sport or partake in no competitive festivals 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 To allow reluctant pupils to take part and shine in a local dance festival 	<ol style="list-style-type: none"> Speak and arrange meeting with school sport partnership to arrange dates of events and put on Google calendar Arrange with staff who will be taking pupils to each event. Check with SLT for cover during events Buy into package Get the lists of the events from partnership and put onto school calendar and share out amongst teachers Identify tournament dates and size of team required Book coaches Select pupils from questionnaire gathered about sport participation within and outside of school. 	Tadcaster Pe Coordinator £1365 Ribbon (Dance Festival) £6.67 UK Chess Challenge £30 Buses to Tournament £513.33	Increased percentage number of children attending a competition/festival. 71% KS2 2019 82.5% Whole school (99/120. Others not able to attend due to cancellation from Covid 19) Children showed pride when representing the school. They learnt what it meant to be a team player and represent the school using the values we use. They learnt that practices towards these events were important and to respect opposition and referees at all times. “This was the first time at Tockwith I got to represent the school and it made me really proud that I got the chance to do it.” Bella Year 6 “Following on from the dance festival last year, it was great to take different children and give	<ul style="list-style-type: none"> To arrange more tournaments to be held at Tockwith to decrease bus expenditure. To share buses with other Academy schools to decrease bus expenditure To enter tournaments next year (subject to Covid 19) To buy into school sport partnership again

	Ring competition to submit entry Arrange with teacher suitable time for pupils to practice Organise with teacher timetable for events Produce and send letters for the club and event Organise a coach to the event		them the chance to share their talent on a stage in front of an audience. The smiles on theirs and their parent's face was so lovely to see. A number have said they want to carry it on during High School." Mrs Perry Year 6 teacher	
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Please note: Due to Covid 19 not all money was able to be allocated and spent. Projects planned which will now happen next year were
 Playground markings replace - £2990.00 – Organised coming over Summer now
 Improved equipment storage - £3050.00 – Organised coming over Summer now
 34% of spending

Signed off by	
Head Teacher:	Justin Reeve
Date:	10/07/20
Subject Leader:	Nick Goodacre
Date:	08/07/2020
Governor:	<i>Sue Corbett</i>
Date:	10/07/20