



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST



HUSTHWAITE CE PRIMARY SCHOOL

EVIDENCE AND IMPACT OF THE PRIMARY
AND SPORT PREMIUM 2018-2019

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"> Annual whole school Sports week. A celebration of Sports in school. High attendance at sports clubs – lunchtime and after school. PE Swimming curriculum is audited and now includes pre and post assessments. Achieving 4th consecutive Gold School Games Sports Mark award. 	<ul style="list-style-type: none"> CPD opportunities for all staff across the school. Teachers / TA'S and midday supervisors. Tracking of sporting abilities. Pupil feedback.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below (April 2019):
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	62.5%
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?	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.

Academic Year: 2018-19		Total fund allocated: £16,570		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: 20%
School focus with clarity on intended impact on pupils: Intent	Actions to achieve: Implementation	Funding allocated:	Evidence and impact: Impact	Sustainability and suggested next steps:	
<p>Increased participation in daily physical activity for all children to meet 30 minutes daily target as a minimum.</p> <p>Physical activities are embedded into teaching and learning as part of school's offer of a broad and balanced curriculum enabling a wider impact and whole school approach to engage all pupils in regular physical activity.</p> <p>Raise awareness of daily activity levels of all children and promote to reduce levels of sedentary activity.</p>	<ol style="list-style-type: none"> 1. Arrange for Cluster Sports Coordinator to teach Y6 Young Leaders how to lead 'multi-skills' games to other year groups. 2. Rota Playground Squad to lead games and activities during break times. 3. Extra-curricular sport clubs offered every day by staff. Fund cost of one MSA to be timetabled to lead physical activities during the lunch break. 4. Instal interactive panels for classrooms to participate in on-line physical activities eg Joe Wicks and active lessons. 5. Identify children who are least active/not participate in extra-curricular sporting activities and encourage greater participation to achieve 100% involvement. 6. Purchase membership of Youth Sports Trust. Use the 30:30 Tri to help map daily activity levels. Use resources available on YST membership – all staff to have access. 	<p>£300 (resources/equipment)</p> <p>£650</p> <p>£2100</p> <p>£200</p>	<p>Older children able to lead physical activities helping to achieve minimum level of daily physical activity.</p> <p>ALL pupils involved in additional physical activities each day.</p> <p>All classes have introduced at least 1 x10 minute intervals of 'Being Active' daily on their timetables. (Sept 18)</p> <p>High attendance levels at extra-curricular sport clubs and events.</p> <p>Teachers can deliver effective active lessons using software and online resources through quality IT provision in the classrooms.</p> <p>WIDER IMPACT AS A RESULT OF THE ABOVE</p> <p>Incorporating daily physically active lessons in teaching and learning encourages higher participation of physical activity levels in all children</p>	<p>Physical activity to become an integral part of school life.</p> <p>Lesson plans to include active learning across the curriculum.</p> <p>Sports Leaders to plan a rota of activities at break times to encourage participation in physical activities across school. Consider registering for the PlayMaker Award to further encourage pupil participation in leading physical activities.</p> <p>Evaluate software to further encourage daily physical teaching and learning activities.</p> <p>Consider purchasing Kuboca to effectively manage and monitor children's activity levels.</p>	

			and becomes the 'norm'. Older children lead by example by encouraging younger children to participate in active break-times.	
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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:
				30%
School focus with clarity on intended impact on pupils: Intent	Actions to achieve: Implementation	Funding allocated:	Evidence and impact: Impact	Sustainability and suggested next steps:
<p>School Values are linked to reflect School Games Values enabling children to understand that the virtues of sport can be linked to learning for improved outcomes.</p> <p>The school's growth mindset philosophy is applied to physical and sporting activities. Success and achievements are celebrated.</p> <p>Incorporate the merits of health and wellbeing into the School Games Values to promote healthy lifestyle choices and mental wellbeing.</p>	<ol style="list-style-type: none"> 1. Link the School Games Values to the School's Values and merit system. 2. Purchase new larger noticeboard to further promote School Games Values and their association with school improvement. 3. Sports Crew to update the noticeboard with sporting events, match reports etc to celebrate achievements. 4. Involve whole school – staff and pupils –in School Games & Health and Wellbeing week with full timetable of activities. 5. Order trophies/rewards to present at end of the week as a special celebration assembly. Invite families to spectate, participate and give general support. 6. Organise supply cover to release PE leader to have time to organize week's events. 7. Apply for 5th Gold Sports Mark Award. 8. Forest School Teacher employed as part of school improvement to promote growth mindset philosophy for learning as well as increased physical activities Teaching staff work alongside Forest School Teacher to gain new skills and knowledge in outdoor learning. Outdoor learning to be used as active lessons to enhance learning outcomes across school. 9. Order Forest School resources. 	<p>£200</p> <p>£200</p> <p>£200</p> <p>£3980</p> <p>£350</p>	<p>The School Games Values each have a School Value attached. These are displayed around the school hall.</p> <p>School's merit system links to School Games Values.</p> <p>Sporting opportunities out of school are advertised and made known to children – displayed on School Games noticeboard.</p> <p>Children are encouraged to routinely apply a growth mindset philosophy to achieve sporting goals and personal achievements.</p> <p>Awards are presented at end of School Games, Health & Wellbeing Week to those children who demonstrated School Games Values and encouraged others to do their best.</p> <p>Weekly celebration assemblies include achievements of pupils with regards to all physical and sporting activities (both in and out of school). Parents are invited to attend.</p> <p>Staff learn new skills and gain confidence to deliver outdoor learning to enhance the curriculum. Pupils enjoy learning outdoors. Enhances social skills and mental wellbeing.</p>	<p>Schools Games values are intrinsically linked to School's Values to ensure continuity for participating in active and healthy lifestyles and promotes the school's growth mindset philosophy.</p> <p>Work towards next level of School Sports Mark – platinum.</p> <p>School Games & Health and Wellbeing Week to be an annual event.</p> <p>Forest schools continue as part of the school's curriculum to enhance provision for improved learning outcomes.</p> <p>Train a current member of staff to be a Forest School Teacher for sustainability.</p>

			<p>WIDER IMPACT</p> <p>Forest schools helps to boost self esteem and enables children to gain confidence through hands-on learning.</p> <p>Growth mindset philosophy applied in different learning situations.</p> <p>Celebrating successes with families promotes wider engagement in children's learning.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28%
School focus with clarity on intended impact on pupils: Intent	Actions to achieve: Implementation	Funding allocated:	Evidence and impact: Impact	Sustainability and suggested next steps:
Teaching staff have access to sports coach for observing quality PE lessons. Confidence, skills and knowledge is raised in teaching staff, enabling them to deliver excellence of PE for pupils. Staff provided with time to observe sport/ PE being taught by others as part of CPD programme.	<ol style="list-style-type: none"> 1. Renew contract to employ sports coach one day per week to work alongside teaching staff during PE lessons. 2. Sports coach to model quality PE provision to teaching staff. 3. Sports coach to share lesson plans with teaching staff. 4. Timetable supply cover to release teachers to observe PE being delivered by other staff (1 day per term) 5. Organise leadership time for PE coordinator to evaluate sport provision and staff's skill levels. 6. Purchase MP3 player to use with new PA system for PE activities. 	<p>£3800</p> <p>£600</p> <p>£200</p> <p>£60</p>	<p>All pupils participated in at least one PE lesson delivered by dedicated sports coach.</p> <p>Sports coach plans lessons using curriculum map.</p> <p>Sports coach takes lead for delivering quality PE lessons - new knowledge and skills is shared with all staff allowing them to gain confidence in delivering PE.</p> <p>Staff able to recognize gaps in their skills and seek further training if needed.</p> <p>Observing other staff delivering PE shares good practice and facilitates professional conversations.</p> <p>Music is used as a tool to motivate children during some PE lessons, encouraging them to be more physically active, and therefore, engage in their learning. In turn, this enables staff to deliver more effective PE lessons.</p> <p>WIDER IMPACT AS A RESULT OF THE ABOVE PE curriculum is delivered more confidently by staff. Pupils receive quality PE teaching.</p>	<p>Staff can access a bank of quality PE lesson plans shared by sports coach.</p> <p>Staff skills audit in PE completed each year. PE is included on school's CPD programme to retain skilled staff</p> <p>Invest in an effective system for assessing pupil's abilities and progress. Use sport coach to help teachers fill any gaps in pupil's PE knowledge and learning.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%
School focus with clarity on intended impact on pupils: Intent	Actions to achieve: Implement	Funding allocated:	Evidence and impact: Impact	Sustainability and suggested next steps:
Children given opportunity to try a new physical activity/sport which is usually inaccessible to them, targeting non-active children to be engaged in exciting and varied physical activities. Ambitious intention is that all children are given an opportunity to participate in at least one new physical activity and/or sport.	<ol style="list-style-type: none"> Sports coach to deliver a range of extra-curricular sports activities. Book external providers for Performing Arts Week to deliver active lessons. <ul style="list-style-type: none"> Dance workshop Circus skills workshop Book external providers for offering 'different' activities to form part of the planned 'sports, health & wellbeing' week to engage less-active children and encourage participation. <ul style="list-style-type: none"> Freddy Fit workshop Fit2learn cycle workshop Seek out opportunity to participate in bikeability programme for KS2 children. Book residential visit for Y3 and Y4 pupils to Carlton Lodge. Subsidise any families struggling to meet costs. Pay for transport to residential centre to help all families with high costs involved. Ensure adequate staff ratios; decide who will accompany teacher, provide appropriate staffing cover. Participate in Change4Life event. Identify 5 least active children from 	<p>See K13</p> <p>£400</p> <p>£300</p> <p>No cost</p> <p>£500</p>	<p>Pupils accessed a range of extra-curricular sport activities not offered through normal curriculum, e.g. archery.</p> <p>Dance workshop performed dance to bring stories alive. Engaged children in active learning. CPD opportunity for staff to see active learning in a different format.</p> <p>Circus skills workshop taught children coordination and balancing skills in a fun and different way, challenging them to use different parts of their body in an active way without realizing it. Children learn that being physical is not always linked to competitive sport. (100% of children participated in circus skills)</p> <p>Freddy Fit workshop performed a one hour fitness fun workshop. Activities included importance of healthy eating and healthy lifestyles and impact on heart health. This helped to embed the school's week of 'sports, health & wellbeing' in children's learning.</p> <p>Fit2learn workshop introduced 100% of nursery and KS1 children to safe cycling techniques. Children who have never cycled were able to participate using balance bikes. Young children shown bike skills at a young age to help</p>	<p>Sport/physical activities are incorporated into school's extra-curricular provision.</p> <p>Incorporate 'different/alternative' active lessons into the planning for future curriculum weeks.</p> <p>Include a one off 'special' event every year in 'sport, health & wellbeing week' to further promote and encourage children to adopt healthy lifestyles as part of Government's Change4Life programme.</p> <p>Introduce 'cycle' days – look at forming partnership with local cycle shop to work with encouraging children to adopt safe biking skills. Consider buying a school set of balance bikes to encourage safe cycling from a young age.</p> <p>Continue to seek opportunities to participate in bikeability courses and offer training to Y6 pupils as a measure of their</p>

	<p>Years 3 and 4. Arrange staff cover & transport to accompany children to event.</p> <p>7. Arrange termly visits for Years 5 and 6 to attend PrimeTime intergenerational games in the village.</p>	<p>£110</p> <p>No cost</p>	<p>develop and encourage good practice. Staff learn some fundamental skills that they can encourage children to maintain.</p> <p>100% of Y6 pupils successfully completed bikeability course ensuring pupils have good road safety awareness and competency whilst cycling.</p> <p>Children introduced to additional outdoor physical activities and learning experiences. This opportunity enabled children to learn some independence skills away from home and expand their social and life skills and introduced them to some new sports including canoeing. (100% children attending participated in a new sport).</p> <p>Children enjoyed attending C4L event, fully engaging in activities and designing their own games. They had 'fun' and are keen to go again.</p> <p>Children learn that sport can be adapted so that it is accessible to everyone, at any age and for all abilities. Children also made aware of the important role sports plays for social interaction in local communities to promote better health and wellbeing. Termly visits enables an intergenerational activity that helps prevent loneliness and isolation in rural areas amongst older people. Children understand importance of remaining physically active into old age as part of their wellbeing.</p>	<p>competency.</p> <p>Offer outdoor residential education to all children from Year 3-Year 6. Split into group of Years and 3 and 4 for a short residential and Years 5 and 6 for a longer residential, on alternative years. Every child to participate in two residentials in their primary school years and participate in a new sport/activity.</p> <p>Ask children what other sports/activities they would like to try and either book a taster/club/workshop at school or signpost to local club for out of school activities.</p> <p>Continue to participate in future C4L event opportunities encouraging least active children to attend.</p> <p>PrimeTime is a programme run in partnership with Hambleton District Council which includes physical activity to engage older people in danger of experiencing loneliness. The school will continue to arrange termly visits.</p>
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			<p>WIDER IMPACT AS A RESULT OF THE ABOVE:</p> <p>Children gain confidence and independence in accessing new opportunities and skills.</p> <p>Promotes the school's growth mindset philosophy in trying new activities and builds resilience.</p> <p>Children made aware of important role sport can play in preventing loneliness and engaging people in the community.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
School focus with clarity on intended impact on pupils: Intent	Actions to achieve: Implementation	Funding allocated:	Evidence and impact: Impact	Sustainability and suggested next steps:
School will participate in cluster events to allow children to experience competitive sport outside of their peer groups. Each child in Years 2-6, in a school year, should participate in at least one inter-school sporting event with children in Years 5-6 encouraged to participate in two or more.	<ol style="list-style-type: none"> 1. 'Buy' into the cluster sports network for the employment of a sports coordinator. 2. Arrange transport to events enabling all children to participate in events. 3. Lunch time and after school extra-curricular sports clubs will tie-in with upcoming cluster competitions to permit effective practice time. 4. Replace footballs, netball, stopwatches to enable effective practice. Purchase new school colours, football/netball kits to encourage children to participate. 5. Find out details of the local fun run due to take place in summer. SBM to set up an extra-curricular running club to help train children to run the required distance. Ask for families to support those children who want to participate. Enter children into the race. School to pay entry fee so that no child who wants to compete is unable to do so. 6. Liaise with Federation School to organize some 'friendly' competitions after school during the summer term as an introduction to competition away from school 	<p>£1100</p> <p>£400</p> <p>£350</p> <p>£450</p> <p>£120</p>	<p>All children given the opportunity to participate in competitive sporting events with local schools. Children gain self-esteem and learn to apply growth mindset philosophy to try their best and to be resilient if they don't win, but understand they tried their best.</p> <p>Successes included winning the Year 3 and 4 cluster tennis competition. One child competed in county level cross country finishing 4th.</p> <p>96% children attend a lunch time or after school sports club. 92% children Y2-6 participate in at least one inter-school sport event.</p> <p>Children learn that putting effort into any task can bring rewards in gaining self-confidence and boosting self-esteem.</p> <p>Children learn how their fitness levels contribute to participating in competitive sports. Children gain a greater understanding of the theories and strategies associated with a particular sport and can apply them in practice. Gives children confidence to know how well they can compete with other peer groups away from school.</p>	<p>Continue links with cluster schools. Seek out other opportunities to competing in other competitions outside of local school cluster.</p> <p>Seek opportunities to get local sports clubs to use their coaches to work with pupils to increase skills and to participate in local village sports clubs.</p> <p>Promote local Park Run for children to experience competing in a different environment and maintain their funning fitness levels.</p> <p>Continue to use Federation School for cross school matches for football, netball and rounders to give children experience of involvement in a sporting competition.</p>

	<p>peers. Encourage parents/families to attend to support and reassure those children new to competitive sport.</p>		<p>54% of whole school attended running club, of which 71% participated in local fun run. Families joined in the fun run with their children increasing the chance for children to maintain their running fitness levels and to seek other similar competitive events.</p> <p>WIDER IMPACT AS A RESULT OF THE ABOVE: Including and involving families to support and participate in sporting events with their child/ren, allows them to consider physical activities as a family event, thereby increasing opportunities for children to compete regularly and competitively. It also encourages all family members to be physically active and get involved in a sport.</p>	
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