

# 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



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](http://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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Riston Primary has achieved the GOLD standard kite mark from Sainsbury's for the past 3 years.</li> <li>- Riston Primary Academy pupils represent the school in a number of Level 2 competitions.</li> <li>- Riston Primary offers two PE lessons to all pupils from Year 1 to Year 6. For KS1 and UKS2 one of these is delivered by a subject specialist.</li> <li>- Riston has attended 12 Local competitions and joined with Sigglesthorne Primary Academy to form teams.</li> <li>- Riston Primary Academy hosted a cluster Table Tennis event for the first time.</li> <li>- Sports Day to be sponsored by ANDY's charity to raise the profile of the local charity.</li> </ul>	<ul style="list-style-type: none"> <li>- To develop teachers expertise in planning and delivering high quality PE lessons that engage pupils and develop their skills through PECs training.</li> <li>- To continue to extend the range of activities pupils can engage in at unstructured/extra-curricular parts of the school day in order to develop a willingness to engage in or increase physical activity thus developing a healthier and more active lifestyle- sports clubs and daily provision.</li> <li>- To develop pupils' awareness of and participation in a range of sports and physical activities, including participation in extra-curricular competitions.- School Sports Partnership</li> <li>- To resource all aspects of the PE curriculum and the wider curriculum to create an active school across the curriculum.</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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
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?	<b>No</b>

## 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: £16750	Date Updated: July 2019		
<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: £411.94 = 2.46%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To purchase sound bars for each classroom to create more active classrooms through programs such as GoNoodle, Supermovers and Move it Maths.	Consult IT specialist for recommendations. Obtain quotes from different companies. Order equipment.	£291.11	Sound bars arrived Autumn term These have been used daily and teachers have planned active times into their lessons.  “It gets us up out of our chairs and it is really fun to learn and move at the same time.” Y2 child.  The Year 5/6 teacher commented that “This has had enormous impact because the stimulus for many of our lessons involves the use of video, music and movement. This kinaesthetic approach has enhanced the progress of children, particularly SEN children.”	Ensure that equipment is looked after and managed effectively.  Staff will continue to seek out new ways and resources to enhance active learning.
In order for children to participate in 30mins physical activity each day, we have continued to invest in more	Sports Leaders audited the equipment and condition. Obtain quotes from different	£120.83	Table Tennis equipment was purchased In autumn term	EG and SH to review activities and gain pupil voice to enhance lunchtime sports clubs for the

table tennis equipment.	companies. Order equipment.		This has enabled a weekly table tennis club for children in years 1-6. In addition, it has enabled children to play table tennis during break times and lunch times. Y3/4 “The table tennis tables are really fun and cool. They help to increase our energy.”	next academic year.
Further investment in resources and equipment for active break times and lunch times.	Pupils and staff were questioned as to what equipment is most used/popular. Speak to midday supervisors	N/A	One child commented “ Break times are much more fun, you are giving us the best time of our lives.” Through observations, it is clear that the children are more active and they have much better stamina when completing the daily mile.	Ensure that equipment is looked after and managed effectively.  Use pupil voice and observations to monitor the use of the equipment.
<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: 0%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the profile of sport across the school through certificates, prizes and posters.	School Council consulted. Certificates created based on the local schools partnership. Printed/purchased	N/A	Children have been keen to receive their certificates as part of celebration worship. These are also regularly posted on the school twitter feed.	Review effectiveness through feedback from pupils and consider more permanent displays of achievement e.g. ‘sportsperson board’

<p>Develop Sports Leaders through their role as lunchtime buddies. Using sports to promote and strengthen friendships.</p>	<p>Speak to midday supervisors. Consult Year 5/6 to create rota.</p>	<p>N/A</p>	 <p>Lunchtime buddies lead a range of games to encourage the children to be more active and engage with children who struggle with social interactions at certain times of day.</p>	<p>Arrange training for Year 4 and 5 and shadowing in Summer 2 for them to take over next year.</p>
--	--	------------	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£7078 = 42.25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ebor Subject specialist to support Subject Leader.	EG to meet with GJ and discuss development of sports and seek guidance.	£2000 £169 supply	EG has met with GJ in Spetember and 10/6/19 to discuss areas for development at Riston.  As a result of discussions, certain files and systems have been shared to enhance the tracking of attainment and participation.  “It has been hugely reassuring to have a contact for queries and support. The systems and discussions have enabled me to monitor and track the participation of the children. It has also helped me to gain confidence and understanding with leading the subject.”	EG to use these systems and develop these across the school.  EG to use knowledge gained to lead the subject more effectively and efficiently.
Subject Leader to attended Humber School conference	EG to attend conference on 18 <sup>th</sup> September 2019	£60 cost £169 supply	Attended on 18/9/18 EG listened to key speakers Sue Campbell CBE and Jez Rose then attended CPD about active schools.  “It was an excellent opportunity to listen to a range of successful strategies to increase the profile of PE and active 30 mins in school.”	Continue to develop the recording and rewards of the step counters with the School Council.  Source lap counters for the daily run as this was another strategy from the day.

<p>PECs training for KS1 teacher and UKS2 teacher</p>	<p>Meet with provider – First Steps Agree and negotiate price and long term plans. Book coaching for Wednesday afternoons.</p>	<p>£4680</p>	<p>As a result, EG used free fitness trackers to set up competitions between the classes. The children wearing the step counters are more conscious and other children join in with encouraging them to do more steps.</p>  <p>Started September 2018 JB and CDS worked alongside coach to develop their confidence, skills and knowledge of teaching PE. They have completed a range of units covering different aspects of PE. JB commented “It has increased my confidence with teaching PE. I feel that there has been significant impact due to the coach tailoring the program to meet my individual needs. I now have more ideas to implement in my own teaching and the modelling, observation and feedback has been very positive.” In KS1, the % of children in Year 2</p>	<p>Teachers to use training to develop their teaching in future.</p>
---	--	--------------	---	--



			on track to meet age related expectations has risen from 54% in Autumn to 92% in Summer. One pupil commented that “I really enjoy lessons with the coach and Mrs CDS, we get to do lots of different games and it’s really fun”	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: £2496= 15 %
<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>
BR to ensure that we are communicating with parents and external bodies effectively to widen the sporting participation opportunities for the children.	SH and EG discussed the areas of the job and the time required to complete tasks. BR appointed Jan 19	£2000	BR employed Jan 2019 Respond to and filter PE related communications to ensure that we are maximising every sporting opportunity. Written communication (using different media) to parents to be completed well in advance regarding sporting matters. As a result, Riston has hosted a Table Tennis tournament for the first time in March 2019.	EG to continue to work alongside BR to develop and establish systems.





Key Stage 2 attended Quad kids for the first time on 13<sup>th</sup> June 2019.

“As a subject leader of multiple subjects in a small school, this support has been highly valuable. It has maximised the oppournities for the children and enabled us to arrange and attend events that might not have happened due to the time required to organise and communicate with agencies and parents .”

The number of cluster events attended by Riston has increased by 38%.

<p>It became apparent that a barrier when teaching PE was access to equipment and resources therefore an additional shed storage space was required.</p>	<p>Areas measured Quotes for different storage obtained. Sheds ordered.</p>	<p>£203</p>	<p>Sheds are used daily to store equipment. It has meant that all equipment in the main PE shed has remained easily accessible all year. “It has made it much easier for staff to access equipment and view the range of equipment to enhance their lessons and teaching.”</p>	<p>EG to continue to monitor and audit the condition of resources for lessons.</p>
<p>We found that the children enjoyed using the table tennis tables purchased in the previous school year but realised that specialist coaching would improve their skills and confidence.</p>	<p>Quotes from local table tennis coaches obtained. Information sent out to parents.</p>	<p>£245.00</p>	<p>Club started in Autumn term. Following this it was clear to see from observations, these children sharing their skills and understanding with other children at playtimes. It boosted the standard of play and skills.</p>	<p>EG to lead table tennis activities as part of weekly lessons.</p>
<p>Specialist led golf lessons with the opportunity to spend the final session at the local golf club.</p>	<p>EG liaised with golf specialist from local golf club. Arranged dates. Parents contacted for permission,</p>	<p>£48.00</p>	<p>Golf lessons 1 x week from 30<sup>th</sup> April to 21<sup>st</sup> May = 4 sessions. One child commented that “I had never been to a golf course before and it was so good. I am going to come back to play in summer.”  The specialist coach was able to provide the children with an experience that exceeded our</p>	<p>Continue to seek pupil preferences and the possibilities of sports offered in the local area to continue to broaden the opportunities for the children.</p>

<p>Weekly sports clubs offered by First Steps for children in both Key Stage 1 and 2.</p>	<p>Meet with provider – First Steps Agree and negotiate price and long term plans. Book coach for Wednesday afternoons.</p>	<p>Part of the £4680</p>	<p>possibilities at our school.</p>  <p>For the six half terms, three have been clubs for Key Stage 1 and three for Key Stage 2. Ks2 clubs = football, cricket, tennis KS1 clubs= gymnastics, cricket and . tennis “ I loved being able to play football with my friends after school and learn new things.”</p>	<p>Seek pupil voice to consider a range of clubs for the next academic year. EG to seek possibility of dance club as this is a request from the children.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p>
<p></p>				<p>£5655= 33.76 %</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Schools Sports Partnership membership to increase opportunities for Level 2 competitions.</p>	<p>Agree the service level agreement Attend cluster meetings Liaise with coordinators</p>	<p>£5500</p>	<p>Riston have attended 13 optional level 2 competitions this year. These include: Cross country x3, dodgeball, table tennis x2 , tag rugby, skipping, rounders, bowling, sports hall athletics, orienteering and golf. 79% of children in Key Stage 2 have chosen to compete in Level 2 competitions. 100% have</p>	<p>EG to continue to attend cluster meetings and work with BR to ensure that we are provide the maximum number of opportunities for the children.</p>

<p>Transport to Panathlon SEN bowling event.</p>	<p>Book places Liase with parents Get quotes for transport Book transport.</p>	<p>£80.00</p>	<p>attended them. “It’s really good to see other friends, make friends and see how good I really am.” Commented one child after a competition.</p> <p>SEN children across the school attended this level 2 bowling competition on 19<sup>th</sup> November. The children won the competition and it was clear to see the lasting impact in their confidence with sports.</p> 	<p>Continue to seek SEN level 2 events and competitions.</p>
<p>Transport to Quad Kids for all of Key Stage 2.</p>	<p>Get quotes for transport Book transport.</p>	<p>N/A cancelled</p>	<p>We held competitions in school between the houses for the children to still compete.</p>	<p>Enter Quad Kids again next year.</p>
<p>Sports Day provision</p>	<p>Discuss the day with SH, BR and First Steps.</p>	<p>Donation from ANDYS = £250so</p>	<p>“The Samba band and opening ceremony really adds to the</p>	<p>Continue to develop activities and set high performance</p>

	Book additional staff, First Steps and Samba band	net spend - £75	excitement and significance of the event for the children." EC	
--	---	-----------------	--	--