



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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](https://www.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"> ● Sigglesythorne has offered a regular extra-curricular programme to its pupils. ● Sigglesythorne has attend as many competitions as possible this year; to provide pupils with additional opportunities and build on their personal and social skills as well as develop physically. ● Sigglesythorne has engaged with the local cluster of schools and paid into the local sports partnership to keep upto date with all the latest sporting events and opportunities available in our area. ● Sigglesythorne has worked collaboratively with local schools; in particular Riston whom we have teamed up with at sporting events to play as one team. We are particularly proud of this as being a small school, it is a real barrier to sometimes attend certain events. To overcome this we spoke with Riston and arranged to represent as one. ● One other area that we are really proud of is our regular 'Wake Up Shake Up' programme. This runs three mornings per week before school to get the pupils more physically active and ready to learn. This is attended by at least 30 children each morning. 	<ul style="list-style-type: none"> ● <i>Continue to build upon the opportunities that we offer to the pupils through extra-curricular opportunities. Focussing on activities that are not offered as main stream sports.</i> ● <i>Investigate the "Daily Mile" as a way of developing the fitness of the children on a daily basis.</i> ● <i>Provide training for our young leaders - use play times and lunch times to encourage the children to be more active.</i> ● <i>Further develop the use of "Now Press Play" in all aspects of the curriculum and through provisional learning.</i> ● <i>Resource audit - provide a range of sports equipment.</i> ● <i>From our analysis of data we are aware that some of our children do not enjoy sport therefore we need to provide opportunities for non-sporting children to be active in their free time.</i>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	% 89
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?	% 100
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

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

Academic Year: 2018/19	Total fund allocated: £16,440	Date Updated: June 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:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
One priority this year is to bring lessons to life and see more active classrooms. We see the value in physical activity to help keep our pupils more engaged, inspired and ready to learn. We would like to look at ways to bring more physical activity into the classroom on a regular basis.	<ul style="list-style-type: none">Look at different schemes and programmes on the market that could be used at Sigglesthorne.Compare prices and packages.Obtain reviewsPurchase ‘Now Press Play’ based on reviews and discussions.	<ul style="list-style-type: none">£900	<ul style="list-style-type: none">Sigglesthorne purchased ‘Now Press Play’ in SpringIt was introduced to classes in Spring term.Through learning walks, headteacher has noticed that there is more physical activity in the curriculum when “Now Press Play” is being used.One pupil that has used the programme has commented that they love the fact that they can fully immerse themselves in the learning and move around following the story.	<ul style="list-style-type: none">At the end of the school year, pupils will be questioned to see if they feel that they have benefited from using the programme.In staff meet time, the programme will be reviewed by staff to discuss the benefits of the programme. If staff feel that there has been a noticeable difference, then the programme will be purchased again.We would like to see staff being more confident in a range of subjects delivering more physically active

<ul style="list-style-type: none"> • Being a small school with barriers such as transport, limited opportunity in the local area and pupil numbers, we have recognised that we have to work with outside agencies very closely to continue to offer our pupils broad opportunities. We want our pupils to receive the best activities available and to do that we want to source some high quality sports coaching. 	<ul style="list-style-type: none"> • Speak to local advisors regarding who comes recommended in the local area to deliver high quality physical activity. • Speak to these people and check prices and availability. • Book Coach Craig in. • Add to school diary and inform parents and pupils. 	<ul style="list-style-type: none"> • £1140 	<ul style="list-style-type: none"> • We worked closely with our provider to target certain age groups and activities to keep our pupils active on a regular basis. • A programme of activities was put in place from September-July. • Pupils attendance has been tracked using our activity tracker created in house and reviewed each term. 	<p>sessions incase the funding stops and we cannot continue to purchase programmes such as this.</p> <ul style="list-style-type: none"> • The programme will be reviewed at the end of the year to make future recommendations. • Now that pupils have gained a routine of quality physical activity, staff will be offered the opportunity -on a voluntary basis- to see if they would like to lead any activities or teams in the future to make the investment sustainable, should the funding stop.
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<ul style="list-style-type: none"> To develop gross motor skills in Early Years is a key objective for the school. We recognise that developing these skills leads to improved fine motor skills. 	<ul style="list-style-type: none"> order the equipment to support the development of gross motor skills. 	<ul style="list-style-type: none"> £700 	<ul style="list-style-type: none"> Discussions have taken place with the coach to feedback and target specific groups, eg sports teams, less active and pupils which have expressed an interest in certain themes. % of attendants at daily clubs have been high and received great feedback. Staff speak very highly of 'Coach Craig' and say that they think he is a very positive influence on pupils. Some pupils who have attended have said "It is great to meet other children and work as a team." The opportunities for gross motor development have been increased. The children are becoming more confident in movement, this is becoming more controlled. 	
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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:
				17% £2740
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
We recognise the importance of physical activity, school sport and high quality PE. We want to make sure that pupils have the opportunity to develop their physical literacy and fundamental movement skills so that they leave Sigglesthorne in a position to continue enjoying physical activity and sport.	<ul style="list-style-type: none"> Look at equipment that can support the school in providing opportunity for children to develop physically. Purchase equipment 	<ul style="list-style-type: none"> £1050 	<ul style="list-style-type: none"> Sigglesthorne have invested in a range of equipment from: hula hoops, agility mats, agility sets, tag sets and various balls to develop physical literacy. This has all arrived at school and being timetabled in to the school year. Through observations and conversations, pupils have enjoyed using the equipment; some of it is new to pupils It is clear that pupils are enjoying the equipment and also that they are improving physically. More pupils have signed upto extra curricular clubs and competition uptake is high for a small school. 	<ul style="list-style-type: none"> We need to maintain the equipment for pupils. We would like to provide more training for staff to give them ideas on how to use the equipment more regularly and how it can be incorporated into daily school life, lessons and break times.

<p>We would like to see more pupils arrive on time and ready to learn each morning at Sigglesthorne. In order to do this, we implemented the Wake up Shake up programme.</p>	<ul style="list-style-type: none"> • A staff member had training and was timetabled to run the club. • Club advertised to pupils and parents. 	<ul style="list-style-type: none"> • £556 	<ul style="list-style-type: none"> • This programme started in January 2019. • Most children attend regularly and it is clear that they enjoy this time. • School has noticed that this scheme has contributed to minimal lates on a morning which is a real positive. 	<ul style="list-style-type: none"> • Review at the end of the year. • Speak to staff and children. • Promote to parents to show why Sigglesthorne carry out Wake Up Shake Up.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8% £1606
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 SL and staff and advise on latest policies, guidelines and specialist knowledge in PE, school sport and physical activity.	<ul style="list-style-type: none"> School Leader to liaise with GJ to discuss and identify areas of need within our school. 	£2000	<ul style="list-style-type: none"> Subject specialist has visited Sigglesthorne school when required throughout the school year to discuss SL needs. Areas of need have been identified and discussed. SS has created a shared online drive to offer support when required. A progression of skills has been created and shared with the school to support staff with what areas to look for when teaching. Various activity trackers have been put in place to show best practice of monitoring pupils activity levels and how this can support them and the school in investing the sports premium. Network meetings have been hosted and a 	<ul style="list-style-type: none"> <i>Review the support and areas needed for next year.</i> <i>Book in SS to deliver staff meetings, team teach or any other areas that the school feels they need support with.</i>

			moderation day to allow the school to network with others.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12% £2000
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements: We recognise (through observation) that children's racquet skills needed to improve and we want to embed this in our curriculum. In order to do this, we identified that we needed new tennis equipment, balls and racquets and nets.</p> <ul style="list-style-type: none"> To be able to deliver a broad and varied curriculum, the PE leader has identified that games needs to be more varied on the curriculum and more opportunities provided. 	<ul style="list-style-type: none"> Obtain quotes for equipment Order equipment <ul style="list-style-type: none"> Carry out an inventory or games equipment the school currently has. Shop around online to obtain quotes and get best value. Office purchased games equipment once final quote had been agreed. 	<p>£350</p> <ul style="list-style-type: none"> £463 	<ul style="list-style-type: none"> Tennis equipment arrived in Spring Term, ready to use for Summer term Racquet equipment was put into the curriculum Teachers have started to notice that the children are having a greater control of the racquet and are becoming more confident in playing tennis. Rugby balls, volleyballs, dodgeballs, basketballs, tennis balls and bean bags arrived in school in Autumn 1. The ratio of equipment in lessons is now around 1:1 across most topics 	<ul style="list-style-type: none"> Maintaining the equipment is vital for our school incase the funding stops We want to create a progressive curriculum so that pupils from Y1-Y6 benefit from using this equipment and have the opportunity to develop their skill set. Audit equipment at the end of the calendar year. Ask staff what they would like to use in their sessions next year through a staff PE audit. Keep looking at new

<ul style="list-style-type: none"> As with our intent on KPI 1, being a small school with 	<ul style="list-style-type: none"> Speak to local advisors regarding who comes 	<ul style="list-style-type: none"> £1280 	<p>which is allowing staff to provide more opportunity as pupils are more engaged.</p> <ul style="list-style-type: none"> Through having more equipment, the curriculum has now been broadened by adding in new topics and skills. Pupils have the opportunity to try games through rugby for example. We have used the equipment to deliver new skills so that lessons are not all sport specific. For example the rugby balls have been used to improve throwing and catching. The PE leader has commented that the standard of lessons has noticeably increased by having this broad range of activities and ratios and staff also feel more enthusiastic towards their teaching as they have better resources. 	<p>ideas and games to help support plan and deliver sessions.</p> <ul style="list-style-type: none"> Evaluate the popular topics in PE and start to pencil in more extra curricular opportunities for pupils to pursue this further in after school clubs and competition or seek providers that can support in this area.
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<p>barriers such as transport, opportunity in the local area and pupils numbers. We have recognised that we have to work with outside agencies very closely to continue to offer our pupils broad opportunities. Our programme runs well with Coach Craig but when conducting pupil voice surveys, a large number of pupils expressed an interest in taking part in more creative activities, such as dance and gym. We want to provide pupils with this opportunity here at Sigglesthorne.</p>	<p>recommended in the local area to deliver high quality gym and dance.</p> <ul style="list-style-type: none"> • Speak to these people and check prices and availability. • Book them in. • Add to school diary and inform parents. 		<p>Dance clubs setup and run regularly at school.</p> <ul style="list-style-type: none"> • Over 20 pupils attended dance clubs, which is brilliant! • 13 of these pupils went on to represent school at a dance competition. • The clubs and competitions have created a real buzz with pupils and we have received really positive comments from parents about how much their children have loved attending. 	<p>of the school year.</p> <ul style="list-style-type: none"> • Recommendations will be made from the review. • We would like to look at potential ideas to incorporate more dance activities into the curriculum and on a breaktime to make this sustainable and part of everyday school life for pupils.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13% £2093
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Purchase of Bridlington School Sport Partnership competition entry to provide all pupils with as much opportunity to compete in a range of events and support Sigglesthorne in doing so.	<ul style="list-style-type: none"> • Read relevant information • Attend meetings when required • Purchase the buy in pack • Arrange diary to support school 	£3500	<ul style="list-style-type: none"> • In September 2018, Sigglesthorne purchased the school sports partnership • Pupils from years 1-6 have benefitted from the opportunity of attending competitions in our local 	<ul style="list-style-type: none"> • We will review the package at the end of the year as a school. • We recognise that we need to target more KS1 competitions for our younger pupils. If this is not offered in

			<p>cluster</p> <ul style="list-style-type: none"> • We have entered a broad range of competitions from cross country, table tennis, dodgeball, netball and golf. • One particular achievement that we are really proud of is our links with local schools. Being a small school, we did not have the numbers required to attend indoor athletics, however rather than not attend, we partnered up with our local academy school (Riston) and competed as two schools merged together. This provided our pupils the opportunity to make new friends and show some really positive characteristics needed in sport and life. 	<p>the local partnership; we will suggest it to them or look at alternatives with our other local schools.</p>
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	Percentage of total allocation:
	21% £3500