

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



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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 **31<sup>st</sup> 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.

**July 20 - Due to the impact of the Pandemic, objectives and areas for development will continue into next academic year.**

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p><b>AfPE reaccreditation with Distinction</b>  <b>DfE Case Study School - Swimming</b>  <b>AfPE – Chosen school to demonstrate exemplary practice – DVD</b>  <b>School Games Gold Award - reaccreditation</b></p>	
<ul style="list-style-type: none"> <li>- Re accreditation of the Association for PE Quality Mark with Distinction exemplifies the schools prioritising of PE and Sport within the curriculum.</li> <li>- As an identified DfE Case Study School highlighted and included due to celebrating the impact of our additional sports premium funding on developing provision in swimming across the full Primary phase – see statistics.</li> <li>- School have been requested by the AfPE panel to showcase the high quality learning and teaching experiences, opportunities, stakeholder voice; interviews with staff, children, parents, governors and wider stakeholders as a teaching and learning DVD resource to be used across the country. This again celebrates the quality of provision and practice whilst also demonstrating the profile PE/Sport has within the school community.</li> <li>- School Games accreditation demonstrates whole school commitment to sport and PE.</li> <li>- Increased participation in a wide range of sporting opportunities including: breakfast, lunch and after school clubs, especially for our distinct groups of children. Breadth of provision is constantly developing linked to pupil voice; recognised within our external Pupil Premium review. See statistics.</li> <li>- We continue to maintain and deepen in addition to developing new community links within and across Wakefield; with our SGO, our feeder high schools, Wakefield Council Health and wellbeing team, local sports clubs and companies. This has been highly effective, especially when children are wanting to play sport / be active outside of school and ‘take up’ a sport to develop further. Also, it provides our children with further life experiences, to inspire them in the future.</li> <li>- There are a wide range of PE and Sporting opportunities for our children to</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop and deepen healthy active lifestyles and mental and health wellbeing across whole school; ensuring all children, adults and parents/carers know the importance and impact this can have on their current and future well-being.</li> <li>- Link underpinning mental health and well- being priority of the school improvement plan with the priority of ensuring high profile PESSPA and the appointment of additional staff to lead and further embed these key aspects</li> <li>- Induction of 2 x new members of staff to the PE and Well-being Faculty</li> <li>- Evaluate the Spring term demonstration sessions led by Tagtiv8 and plan to introduce into curriculum design</li> <li>- Further develop breast stroke technique to ensure % is in line with other strokes</li> </ul>

access, which is led by them through pupil voice; before, during and after school provision (AfPE Quality mark with distinction 2013 and 2017). The children experience, play and compete (inter and intra) with Tchouckball, Lacrosse, Boccia and continue to develop a secure understanding and love of more 'traditional' sports and swimming offered.

- Cross curricular learning linking Change4life
- Continue to establish the 30:30 Active approach to learning and embed 'Active lessons' into and across the school day, to ensure ALL pupils, within all distinct groups, are active for at least 30 minutes per day. Ensure this in-line with the latest DfE guidance released July 19 – 'School Sport and Physical Activity Action Plan.'
- Swimming (to continue to develop) – increased participation across whole school and engaged our less active and less engaged pupils. Swim squad's diving practise technique and skill has also improved.
- High quality CPD has developed confidence when staff are teaching Gymnastics across whole school – ensuring staff have the confidence and ability to plan, teach and assess gymnastics accurately and confidently. Ensuring equipment is used successfully in line with AfPE PE safety document.
- Increased opportunities have been developed to increase PESSPA in other areas of the school curriculum i.e. golden time.

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.

	No of pupils tested	<10m	Aid	10-15m	Aid	15-25m	Aid	25m+
Front	87	4	2	2	0	2	0	79
%		5%		2%		2%		91%
Back	87	2	1	0	0	1	0	84
%		2%		0%		1%		97%
Breast	87	15	2	7	0	10	0	55
%		17%		8%		11%		63%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

Front Crawl = 91% (78% 17/18 = +13%)  
 Back Stroke = 97% (81% 17/18 = +16%)  
 Breaststroke = 63% (45% 17/18 = +18%)

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>97.5%</p> <p>All pupils taught treading water techniques, as part of the Swim syllabus that we use, higher ability pupils are also taught land based rescue techniques. Using various equipment depending on the position of the casualty.</p>
<p>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?</p>	<p><b>Yes/No</b></p> <p>Swim squad training x 3 per week          Aquafit After School Club x 2 per week – Year 6 and Year 4/5          Year 1 Swimming lessons – Thursdays          Year 2 swimming lessons – Fridays          School tournaments/ meets held against other schools at our pool.          Tournaments/meets at other venues/events.          Swim squad visits to deep water pools to practice diving technique.</p>

## 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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £16000 + £10.00 per pupil		<b>Date Updated:</b> July 2020					
<p><b>Key indicator 1:</b> 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</p> <p><b>See AfPE Quality Mark submission and reaccreditation with Distinction</b></p>					<p>Percentage of total allocation: See BWD %</p>				
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:					
<p>Continue to deliver a high quality, whole school breakfast club, which provides a range of sporting opportunities through school staff and 'Elite' (Dance, rugby, multi-skills etc). More children attend school earlier and are involved in physical activity.</p> <p>Continue to increase staff confidence and competence of physical and sporting activity expectations linked to the latest DfE guidelines, to ensure children are more physically active and engaged in physical activity opportunities and all PE lessons.</p>		<ul style="list-style-type: none"> <li>- Monitor the effectiveness of these, attendance and the overall impact this is having on all pupils.</li> <li>- Continue to gain pupil / staff voice on further developments that can be implemented to ensure consistency and physical activity of all children.</li> <li>- Introduce additional whole school activities, in which all pupils can be involved and access (linked to continuous provision).</li> <li>- Continue to develop staff CPD and understanding of the latest government / NC / AfPE requirements.</li> <li>- Termly staff meeting opportunities provided to develop and identify</li> </ul>		<p>£ Elite £ Addition Health, Well-being and PESSPA staff appointed  £ x Sc 6 salary  £BWD re staff extra-curricular salary  £ termly invoice</p>		<ul style="list-style-type: none"> <li>✓ SDP</li> <li>✓ SEF</li> <li>✓ PE Action plans: Evidenced across cross-curricular action plan.</li> <li>✓ PE Policies</li> <li>✓ Whole School policies</li> <li>✓ Pupil voice – inc. sports council minutes and records</li> <li>✓ Staff voice and collaboration with staff on activities that can be implemented for impact.</li> <li>✓ Staff CPD record</li> <li>✓ Pupil progress and attendance data</li> <li>✓ Used AfPE framework to review to generate action plan.</li> <li>✓ AfPE Quality Mark with</li> </ul>		<p>Continue to increase the numbers of ALL pupils accessing breakfast, lunch, after school clubs.</p> <p>Appointment of additional staff to the PE Faculty will ensure an increase in PESSPA, therefore, children will increase their % of daily physical activity</p> <p>Introduction of TAGTIV8 will ensure cross curricular physical activity is embedded within the curriculum</p> <p>Continue to monitor the effectiveness and impact of the range of alternative activities provided and delivered (e.g. daily</p>	

<p>Continue to monitor and deliver physical activity opportunities before school i.e. the 1K a day / daily mile / alternate morning activities, which get ALL pupils undertaking 30 additional active minutes each day.</p> <p>Continue to communicate, link with and attend training provided by SGO. School community links have increased, which will therefore increase PE Faculty knowledge and understanding of the 30:30 campaign and guidelines, which can be implemented effectively across whole school.</p> <p>Continue to communicate and link with Wakefield 'Change4Life' lead to introduce new aspects of the programme and become a 'Change 4 Life ambassador' Therefore, all children and parents / carers will deepen their understanding of the importance a healthy and active lifestyle has.</p> <p>Continue to deliver 'Math's of the day, Active Maths' which are daily, active approach to develop Math's knowledge and understanding. Children's physical activity will be increased (to achieve their 30 minutes of physical activity through the day) but also build upon their ability to retain 'powerful knowledge'. Introduce 'English of the day' programme to build upon the Maths and have the same impact on the children.</p>	<p>impact as well as next steps for staff.</p> <ul style="list-style-type: none"> <li>- A faculty member to continue to action, monitor and evaluate the impact of this on all children's health and well-being and the positive impact across whole school.</li> <li>- Action plan to be created and embedded into PE action plan and cross-curricular action plan.</li> <li>- Regular Faculty meetings to ensure areas are closely monitored and the impact is evident across all children.</li> <li>- PE lead to support PE faculty members with their understanding, expectations and development of rolling this out and monitoring the impact.</li> <li>- Continue to host and lead regular meetings with the KHS pyramid of schools and continue to communicate and meet SGO regularly.</li> <li>- Continue to attend SGO training and feedback to PE faculty to implement across whole school.</li> <li>- Continue to review the quality, breadth and balance of the whole school and PE curriculum – continuous provision to continue to be provided across the whole</li> </ul>		<p>distinction</p> <ul style="list-style-type: none"> <li>✓ Calendar of events / fixture lists / Sporting newsletter / displays around school / school website.</li> </ul> <p><b>Wider impact as a result of above:</b></p> <ul style="list-style-type: none"> <li>✓ AfPE accreditation with distinction</li> <li>✓ DfE Case study</li> <li>✓ PP external report</li> <li>✓ Children are more active within the school day. All pupils are active for an additional 30 minutes each day.</li> <li>✓ Enhanced, inclusive, 'continuous provision' curriculum, which inspires and engages all pupils.</li> <li>✓ Improved focus / behaviours for learning / attendance demonstrated, which impacts positively on their learning.</li> <li>✓ Increased pupil participation in a wide range of physical and sporting activity before, during and after school – see spreadsheet.</li> <li>✓ Disaffected pupils are engaged / re-engaged.</li> <li>✓ Improved positive attitudes towards their own health and well-being.</li> <li>✓ Improved standards and whole school improvement.</li> <li>✓ Overall improvement in pupil's attitudes – external</li> </ul>	<p>mile), to ensure all pupils are active for an additional 30 minutes each day.</p> <p>Continue to gain pupil voice, across whole school and evaluate this to provide 'next steps'.</p> <p>The 1k a day / daily mile / alternate activities will be fully embedded in the school day – further activities (morning and across the school day), which promote this, which will be introduced to provide variation and sustain engagement.</p> <p>Continuous provision activities for PE will be monitored and evaluated as to their positive impact.</p> <p>CTs and TAs to work with PE and other subject leads to ensure they are up-to-date with the latest guidance, skill set and understanding.</p> <p>PE lead to continue to work closely with each individual PE faculty member to ensure they are monitoring their aspect and to ensure they are promoting and driving these forward.</p> <p>Continue to work closely with parents / carers as to the importance of living a healthy lifestyle and physical and sporting</p>
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<p>Regular 'Health and Wellbeing' assemblies will continue to take place (Change4Life, Elite, visitors, school staff) to promote the importance of being healthy and living a healthy lifestyle. This will impact on all children's understanding and knowledge of how to live a healthy, active lifestyle as well as parents resulting in an improvement and positive impact.</p> <p>Continue to use the latest DfE guidance to ensure our provision is above and beyond that expected – DfE July 2019 'School Sport and Physical Activity Action Plan' released. Further developing our collaboration with other schools / professionals across Wakefield, to ensure all children have further opportunities to be physically active. Continue to develop our high quality PESSPA provision, from before through to after school, which will deepen and increase opportunities for ALL children to be physically active.</p>	<p>school to embed all pupils being active for 30 minutes each day.</p> <ul style="list-style-type: none"> <li>- Continue to monitor and gain whole school pupil voice, through the Sport Council and all members of the school.</li> <li>- Continue to monitor and ensure the promotion of living a healthy active lifestyle continues to be embedded throughout the ethos of the school.</li> <li>- Meet with the Change4Life representative from Wakefield regularly, and update on the progress and opportunities we are providing our children with.</li> <li>- Continue to monitor and meet across faculties e.g. Math's / Science to ensure cross-curricular links are made, which provide our 'continuous provision' and active curriculum.</li> <li>- Liaise with the new science lead to promote this further throughout whole school, developing further cross-curricular links.</li> <li>- Fund cross curricular literature for the cross curricular library, to help develop this understanding further.</li> </ul>		<p>validation reports endorsements</p> <ul style="list-style-type: none"> <li>✓ Improved trend of academic attainment</li> <li>✓ Accelerated progress in core subjects</li> <li>✓ Improved motivation, engagement and attitudes for learning in all aspects of the curriculum.</li> <li>✓ Academic achievement enhanced.</li> <li>✓ Established and effective pupil voice, evidences the impact and improvement of physical and sporting activity throughout the school day and children's health and wellbeing.</li> <li>✓ Positive impact on middle leadership – Faculty leadership and individual roles within the faculty.</li> <li>✓ Life-long, strong, sustainable and effective links to the School Games values and our own School values, which have continued to be developed/embedded further, with more in-depth links made to Tokyo 2020.</li> <li>✓ Enhanced quality of teaching and learning.</li> <li>✓ Increased capacity and sustainability.</li> </ul>	<p>activity opportunities wider than our school, establishing the impact.</p> <p>Continue to communicate with the SGO to ensure up to date knowledge, opportunities and information is gathered.</p> <p>Continue to work, meet regularly and communicate with pyramid of schools and those outside of our pyramid with regards to further opportunities.</p>
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b> <b>See AfPE Quality Mark submission and reaccreditation with Distinction</b>				Percentage of total allocation:
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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:
<p>To regular update and monitor, evaluate and review the profile and impact of PE and sport across school through: regular updates / celebration of achievements in school assemblies / displays within and across school; the school website; and sport and PE newsletters to update parents / visitors.</p> <p>Weekly celebration assemblies to ensure all pupils are aware of the importance and impact of PE and sport: competitive opportunities; festivals and events they could/do take part in; and opportunities that will encourage and inspire the pupils to take part in sport and/or physical activity. A positive impact will be seen on all children's mental health and wellbeing also.</p> <p>Sports councillors to lead and deliver assemblies and meetings, which</p>	<ul style="list-style-type: none"> <li>- Regular faculty meetings</li> <li>- Sports council to gain a greater understanding of PE and sport across school and drive key agendas.</li> <li>- Faculty members to develop their role within the faculty to continue to raise and deepen the importance of PE and sport across school.</li> <li>- Distribute sports newsletters, which include pupil views, to parents / carers and update the website regularly.</li> <li>- Sports leaders to continue to develop their role in and across school</li> <li>- Continue to develop and run</li> </ul>	<p>£ Management time</p>	<ul style="list-style-type: none"> <li>✓ Displays in and around school</li> <li>✓ Sports council and sports leaders meeting records</li> <li>✓ Pupil voice</li> <li>✓ Parent / carer voice</li> <li>✓ Staff voice</li> <li>✓ Assembly records</li> <li>✓ Website updates</li> <li>✓ Newsletters</li> <li>✓ Timetable of daily extra-curricular provision – ¾ sessions per week, per year group.</li> <li>✓ Attendance registers</li> <li>✓ Sports camp attendance / evaluations</li> </ul> <p><b>Wider impact as a result of above:</b></p> <ul style="list-style-type: none"> <li>✓ Increased pupil participation</li> <li>✓ Enhanced, inclusive</li> </ul>	<p>Continue to review the quality of our extended school curriculum, including:</p> <ul style="list-style-type: none"> <li>- AfPE Quality Mark framework and criteria used to validate the quality of our Curriculum and Provision.</li> <li>- AfPE Quality Mark with Distinction reaccreditation achieved</li> </ul> <p>Pupil, staff and parental voice will be positive towards the profile of PE and sport across the school. Opportunities are constantly being developed and provided for all pupils.</p> <p>Staff will feel more confident in</p>

<p>continue to promote the importance of PE and sport as well as the range of opportunities that are available. Pupil voice is also gathered throughout these processes and provide children with an increased voice, value and confidence in further promoting the importance of PESSPA and its impact on their attainment but mental health and wellbeing.</p> <p>Sports camps continue to be delivered to promote the importance of PE and sport as well as further raising the profile of PE and sporting opportunities.</p> <p>Continue to develop new and existing sports leaders to promote the importance of sport and Physical activity in and around the entire school, across the school day, which will raise all children's focus and engagement in lessons across the day resulting in further, positive impact on their attainment across the curriculum.</p> <p>Continue to develop existing and additional PE and sporting links within the local community and across Wakefield, ensuring more children attend these clubs as a result, continuing and further developing their sporting ability outside of the school day.</p> <p>Continue to further develop the 'inclusive curriculum and opportunities' to promote PE / Sporting activity for</p>	<p>Sports camps, providing a wide range of PE and sporting activities, which develops 'living a healthy lifestyle'</p> <ul style="list-style-type: none"> <li>- Host and meet regularly with our pyramid of schools to develop sporting opportunities further.</li> <li>- Continue to work with and develop new community / sporting links in and across the community.</li> <li>- Attend 'inclusive sporting opportunities' and further develop the importance of an 'inclusive' curriculum in school.</li> <li>- To continue to review the impact on Professional Learning for PE and Sport.</li> </ul>	<p>FOC / £Invoice</p>	<p>curriculum provision</p> <ul style="list-style-type: none"> <li>✓ More confident and competent staff</li> <li>✓ Enhanced quality of teaching and learning</li> <li>✓ Increased capacity and sustainability</li> <li>✓ Improved standards</li> <li>✓ Positive attitudes to health and well- being</li> <li>✓ Improved behaviour and attendance</li> <li>✓ Improved pupil attitudes to PE</li> <li>✓ Positive impact on whole school improvement</li> <li>✓ Enhanced communication with parents / carers</li> <li>✓ Ensuring strong, sustainable, effective links to the 2012 Games <ul style="list-style-type: none"> <li>○ Legacy and Olympic and</li> <li>○ Paralympic Values - Get Set Case</li> <li>○ Study School evidence</li> </ul> </li> <li>✓ Positive impact on middle leadership - PE Faculty, NPQML</li> <li>✓ Increase in variety of sports provision (curriculum / after school opportunities).</li> <li>✓ Improved understanding of the importance of living a healthy lifestyle and exercise.</li> <li>✓ Development of leadership skills in and across the PE</li> </ul>	<p>teaching all areas of the PE curriculum and is not dependent on a specialist or 'expert' coming in to deliver it.</p> <p>Staff continue to demonstrate and understand the importance of leading an active, healthy lifestyle.</p> <p>Staff apply these skills / knowledge to provide 'active' lessons throughout the curriculum linked to continuous provision developments.</p> <p>The curriculum will continue to grow, with more opportunities increasing across a range of PE and sporting areas.</p> <p>Appointment of additional staff to the PE Faculty will ensure an increase in PESSPA, therefore, children will increase their % of daily physical activity</p> <p>Introduction of TAGTIV8 will ensure cross curricular physical activity is embedded within the curriculum</p>
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<p>ALL pupils. Continue to attend / host inclusive training; experiences of inclusive sports / competitions and festivals across the region (e.g. Boccia) – increase the variety of inclusive sports on offer, which will promote inclusivity of sport across all children.</p>			<p>curriculum</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport See AfPE Quality Mark submission and reaccreditation with Distinction			Percentage of total allocation: See BWD %	
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?:	
<p>Continue to monitor and provide curriculum and PE specific CPD of all staff – see CPD opportunities.</p> <p>Specific TA training delivered across the year, to increase the confidence and knowledge but also enabling them to effectively support in all lessons, across the range of abilities. All children will be provided with more effective support in all lessons, which aids their progression and learning.</p>	<p>To continue to review the quality of our curriculum including:</p> <ul style="list-style-type: none"> <li>- AfPE Quality Mark framework and criteria used to validate the quality of our Curriculum and Provision.</li> <li>- AfPE Quality Mark with Distinction reaccreditation achieved Dec 16.</li> <li>- Breadth and Balance (Statutory Entitlement – Sept. 2014)</li> <li>- Time available - 3hours</li> <li>- Quality of teaching and learning</li> <li>- Extensive CPD opportunities for staff; Carnegie programme</li> <li>- Staff Professional Learning</li> <li>- Access to facilities / resources</li> <li>- Pupil needs (Pupil Voice)</li> <li>- Provision for More Able children in PE</li> <li>- Discussions with individual pupils and liaison with parents / carers</li> <li>- GB monitoring and evaluation</li> <li>- Introduce a termly PE staff</li> </ul>	<p>£80 AfPE</p> <p>£ Weekly management time</p>	<ul style="list-style-type: none"> <li>✓ Staff voice</li> <li>✓ Staff meeting / CPD records</li> <li>✓ AFPE action plan evidence</li> <li>✓ Pupil voice</li> <li>✓ Staff voice – positive impact</li> <li>✓ GB meeting minutes / evaluations.</li> <li>✓ Blooms Taxonomy evidence across the school</li> <li>✓ Assessment records of all pupils across school.</li> </ul> <p><b>Wider impact as a result of above:</b></p> <ul style="list-style-type: none"> <li>✓ Staff are more positive about the teaching of PE across all areas, which then impacts on their teaching across the whole curriculum e.g. short activities, which can feed into other lessons across the curriculum so children are active in lessons.</li> <li>✓ Enhanced, inclusive curriculum provision</li> <li>✓ More confident and competent staff</li> <li>✓ Enhanced quality of teaching and learning</li> </ul>	<p>Sustainability and suggested next steps:</p> <p>Continue to ensure evidence base is collected daily in school.</p> <p>Continue to use to support the identification of other areas of need to direct funding spend towards / enhance overall provision.</p> <p>Continue to secure time for the subject leader to undertake reviews and construct further development plans.</p> <p>Continue to employ evaluation tools to measure and monitor progress and impact.</p> <p>Appointment and effective induction of additional staff to the PE Faculty will ensure an increase in confidence, quality and effectiveness in all aspects of PESSPA</p> <p>Introduction of TAGTIV8 will ensure cross curricular physical activity is embedded within the curriculum</p>

<p>To employ specialist PE staff to lead and model best practice across school; developing other school staffs CPD.</p> <p>Continue to work alongside pyramid sports coach, pyramid cluster high school PE staff, coaches in school (Elite, Wakefield Trinity etc.) to deliver sessions across school, as a CPD opportunity.</p> <p>To develop and strengthen staff's CPD on their teaching of Gymnastics across whole school – ensuring staff have the confidence and ability to plan, teach and assess gymnastics accurately and confidently. Ensuring equipment is used successfully in line with AfPE PE safety document. All children will receive high quality, strong gymnastic teaching, which is consistent across whole school and demonstrates skills and ability is progressively built upon and aids physical retention.</p>	<p>meeting focusing on staff's CPD, on key areas documented.</p> <ul style="list-style-type: none"> <li>- To continue to provide staff with CPD opportunities within the curriculum, through lessons; coaching opportunities; FA Skills Coaching accreditation etc.</li> <li>- Gymnastics provision increased, with team teaching approaches provided and adapted timetable to ensure gymnastics is taught effectively by staff, demonstrating the impact of the training given.</li> <li>- To deliver staff meetings which focus on key areas of PE that staff need further support with i.e. gymnastics / dance / inclusive 4 all / assessment / physical activity</li> <li>- To deliver guidance / ideas in continuous provision staff meetings of opportunities where children can be 'active' whilst also developing staff skills and understanding of the DfE guidance / Nat. Curriculum for PE.</li> <li>- PE lead / specialist to attend PPA to support with the</li> </ul>	<p>1 x Teacher salary</p> <p>BWD - 4 X HLTA salary</p> <p>2 x HLTA Salary</p> <p>£ Termly invoice CPD – Invoices</p> <p>Employing specialist teachers of Physical Education – Gymnastic / dance Coaches</p> <p>Improving staff professional learning to upskill teachers and teaching assistants -</p>	<ul style="list-style-type: none"> <li>✓ Increased capacity and sustainability</li> <li>✓ Improved trend in academic attainment</li> <li>✓ Positive attitudes to health and well- being</li> <li>✓ Staff voice</li> <li>✓ CPD opportunities given / feedback</li> <li>✓ Schools own data / registers</li> <li>✓ Calendar</li> <li>✓ BWD</li> <li>✓ Register WMDC Community Sports Coach invoices</li> <li>✓ Staff meeting records</li> <li>✓ SLA with KHS</li> <li>✓ SCP Swim Team</li> <li>✓ Excellence group</li> <li>✓ Membership</li> </ul> <p><b>Wider impact as a result of above:</b></p> <ul style="list-style-type: none"> <li>✓ Increased pupil participation</li> <li>✓ Enhanced, inclusive curriculum provision</li> <li>✓ More confident and competent staff</li> <li>✓ Enhanced quality of teaching and learning</li> <li>✓ Increased capacity and sustainability</li> <li>✓ Improved standards</li> <li>✓ Positive attitudes to health and well- being</li> <li>✓ Improved behaviour and attendance</li> <li>✓ Improved pupil attitudes to PE</li> <li>✓ Positive impact on whole</li> </ul>	<p>Continue to ensure the increased confidence in all staff across school; gaining a better more skillful approach to the teaching of PE and school sport.</p> <p>Continue to ensure and monitor that staff are working together to share 'good' practice and more staff are positive and keen to get involved in sporting activities / clubs in school therefore the opportunities provided will continue to grow and broaden.</p> <p>Continue to ensure our curriculum is growing and developing, which will only enhance it further.</p> <p>Continue to ensure and monitor the impact on middle leadership and that it is constantly being developed through the role of each PE Faculty members.</p>
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<p>Review the impact that the funding has had on other factors.</p>	<p>planning and delivery of PE.</p> <ul style="list-style-type: none"> <li>- PE lesson studies and learning walks conducted.</li> <li>- Continue to carry out an on-going review of the impact on Professional Learning for PE and Sport</li> <li>- Cycle of MER</li> <li>- Half termly PPM</li> <li>- Termly action plan review</li> <li>- Triangulation of SI data</li> </ul>	<p>£80 AfPE</p> <p>£ Weekly management time</p>	<p>school improvement</p> <ul style="list-style-type: none"> <li>✓ Improved teaching and learning of gymnastics and pupil performance.</li> <li>✓ Increased amount of PE provision provided in the school timetable.</li> <li>✓ Enhanced communication with parents / carers</li> <li>✓ Ensuring strong, sustainable, effective links to the School Games values and school's values.</li> <li>✓ Positive impact on middle leadership; PE Faculty, NPQML</li> <li>✓ Increase in variety of sports provision (curriculum / after school opportunities).</li> <li>✓ Improved understanding of the importance of living a healthy lifestyle and exercise.</li> <li>✓ Development of leadership skills in and across the PE curriculum</li> </ul>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**  
**See AfPE Quality Mark submission and reaccreditation with Distinction**

Percentage of total allocation:  
See BWD %

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Additional achievements:</p> <p>Continue to develop and deepen our partnership work on physical education with other schools and other local partners.  <i>(Wakefield Trinity, Elite, Poseidon, Sandal Tennis Club, Leeds Rhinos, DanceXplosion, Pro-Event Dance, Crigglestone All Blacks, Thornes Gym, Sandal RUFC, Hall Green, Durkar Devils, Community use, Wakefield Hawks RL, Parkrun)</i></p>	<ul style="list-style-type: none"> <li>- Review of partnerships and membership of networks – impact? Areas to develop?</li> <li>- PE partnerships – continue to develop and deepen further.</li> <li>- Identify any new possible partnerships –LD Nutrition, other pyramid school tournaments</li> <li>- Setting up and establishing own sports league, across a range of sports.</li> <li>- Continue to provide Bikeability provision from WMDC</li> <li>- Continue to develop Change4Life links with WMDC.</li> <li>- Introduce Balance ability opportunities in EYFS to increase the development of all children’s basic gross and fine motor skills, in preparation for further fundamental development in KS1 and beyond.</li> </ul>	<p>£2500 £80 (Buying into existing local sports networks – AfPE, KHS)</p>	<ul style="list-style-type: none"> <li>✓ Membership of AfPE</li> <li>✓ School / Subject Action Plans/Faculty minutes</li> <li>✓ Attendance at PE Forums –</li> <li>✓ KHS School – club</li> <li>✓ Links data</li> <li>✓ Governors’ minutes /reports</li> <li>✓ Links with Rhinos, Wildcats, Dance troops</li> <li>✓ AFPE – DV D</li> <li>✓ DfE – Lead school</li> <li>✓ Yorkshire PE Conference – Opening dance routine</li> </ul> <p><b>Wider impact as a result of above:</b></p> <ul style="list-style-type: none"> <li>✓ Increased staff knowledge and understanding.</li> <li>✓ More sustainable workforce.</li> <li>✓ Enhanced quality of provision.</li> <li>✓ Increased pupil participation in sporting and competitive activities.</li> <li>✓ Increased range of opportunities.</li> <li>✓ The sharing of best practice.</li> <li>✓ Increased pupil awareness of opportunities available in the community.</li> <li>✓ Sports leaders to attend, support and compete in events during and after school.</li> <li>✓ Positive impact on middle leadership</li> </ul>	<p>Employing specialist PE teachers/coaches to work alongside teachers in lessons to increase their subject knowledge.</p> <p>Ensuring that once subject knowledge is secure, all staff support and implement cross curricular learning.</p> <p>Appointment and induction of additional staff to the PE Faculty will ensure an increase in PESSPA, therefore, children will increase their % of daily physical activity</p> <p>Introduction of TAGTIV8 will ensure cross curricular physical activity is embedded within the curriculum</p>
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<p>Continue to work with the 'Cross-curricular' Faculty to develop and deepen the continuous provision of PE in and across the school curriculum.</p> <p>Continue to establish and develop links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills (SMSC).</p> <p>Continue to embed and develop children's understanding of the impact PESSPA can have on their mental health and wellbeing and further introduce / develop programmes to increase and support their mental health and wellbeing. Children's mental health will improve widely across the school as a result.</p>	<ul style="list-style-type: none"> <li>- Continue to use and develop AfPE review against targets set.</li> <li>- Whole school philosophy and values statement reflects.</li> <li>- Importance and value of wider curriculum areas and aspects of school life.</li> <li>- Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE</li> <li>- Share effective practice</li> <li>- Ensure professional learning opportunities are provided as required to up skill staff.</li> <li>- Staff's professional dialogue meetings / projects will be linked across school to demonstrate a whole school impact and progression on children's mental health and wellbeing.</li> <li>- Identify the positive impact of Sport/PE on: <ul style="list-style-type: none"> <li>-Academic achievement - upward trajectory in R,W,M</li> <li>-Behaviour and safety – Staff appointments with specific -- SEBD expertise</li> <li>-Attendance – upward trajectory</li> <li>-Health and well-being – AfPE Distinction</li> <li>SMSC – REQM Gold</li> <li>SIAMS – Outstanding</li> </ul> </li> </ul>	<p>Employing specialist PE teachers/ coaches to work alongside teachers in lessons to increase their subject knowledge.</p> <p>Ensuring that once subject knowledge is secure, all staff support and implement cross curricular learning.</p> <p>£BWD</p>	<ul style="list-style-type: none"> <li>✓ SDP</li> <li>✓ SEF</li> <li>✓ PE plans</li> <li>✓ Whole school policies</li> <li>✓ PE policies</li> <li>✓ AfPE Audit</li> <li>✓ REQM Gold</li> <li>✓ British Values</li> <li>✓ SCP Magna Carta</li> <li>✓ Curricular and extra-curricular plans</li> <li>✓ Cross-curricular action plans and PE action plan</li> <li>✓ Registers of participation</li> <li>✓</li> </ul> <p><b>Wider impact as a result of above:</b></p> <ul style="list-style-type: none"> <li>✓ Whole school targets met more effectively</li> <li>✓ Academic achievement enhanced –</li> <li>✓ UPWARD TRAJECTORY - Ofsted 15 Excellent behaviours for learning – HMI report</li> <li>✓ No low level disruption</li> <li>✓ Pupils understand the value of PE to their learning across the school</li> <li>✓ Staff across the school make the links across subjects and themes including PE</li> <li>✓ Pupil concentration, commitment,</li> <li>✓ self-esteem and behaviour enhanced</li> <li>✓ Positive behaviour and a sense of fair play enhanced – Achievement of Fair</li> </ul>	<p>Continue to work with and develop the links across all subjects within our curriculum; working closely which other subject leads and faculty members.</p> <p>Continue to monitor and evaluate the daily, positive behaviours for learning demonstrated.</p> <p>Continue to monitor and evaluate the daily, positive behaviour and sense of 'fair play' across school, which will continue to be enhanced further.</p> <p>Continue to monitor and develop children's social and emotional behaviour, using staff's knowledge of research and its impact, across whole school, to further develop these areas (Staff's professional dialogue projects link).</p>
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<p>Continue to offer and develop a wider range of activities both within and outside of the school curriculum in order to get more pupils involved.</p> <p>Continue to work with and hold discussions with individual pupils and liaison with parents / carers, regarding the broader sporting and PE opportunities available.</p> <p>Continue to further embed opportunities for PE in other areas of the school curriculum i.e. golden time.</p>	<p>Continue to review the quality of our curriculum and extra-curricular provision including:</p> <ul style="list-style-type: none"> <li>• Wide range of activities offered - timetable</li> <li>• Quality of enhanced curriculum provision</li> <li>• Inclusion – ALL pupils</li> <li>• The promotion of active, healthy lifestyles</li> <li>• Quality and qualifications of staff providing the activity</li> <li>• Playtime/Lunchtime/After School/Holiday clubs</li> <li>• Access to facilities – swimming pool, bootcamp</li> </ul>	<p>Employing Additional LSA teacher to support after-school clubs for disabled pupils and for those with SEND to ensure fully inclusive and accessibility for all</p> <p>£ BWD2 x Sc 4</p> <p>Introducing an in-school physical activity</p>	<ul style="list-style-type: none"> <li>✓ Play awards at inter / intra competitions</li> <li>✓ Good citizenship promoted – value lead school</li> <li>✓ Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values</li> <li>✓ Positive impact on Middle Leadership – NPQML achieved x 4</li> </ul> <ul style="list-style-type: none"> <li>✓ Curricular and extra-curricular plans</li> <li>✓ Registers of participation.</li> <li>✓ Pupil voice gathered and sports council record.</li> <li>✓ Used afPE Framework for Review to generate Action Plan</li> <li>✓ Staff CPD Record</li> <li>✓ Gov minutes</li> <li>✓ Lesson observations</li> <li>✓ Pupil progress / attendance data (curriculum and ASC)</li> </ul> <p><b>Wider impact as a result of above:</b></p> <ul style="list-style-type: none"> <li>✓ Extended provision</li> <li>✓ Engaged or re-engaged disaffected pupils</li> <li>✓ Increased pupil participation</li> <li>✓ Established pupil voice</li> <li>✓ More confident and competent staff</li> <li>✓ Enhanced quality of delivery of activities</li> <li>✓ Increased staffing</li> </ul>	<p>Continue to ensure strong, positive and effective links to the Olympic and Paralympic games values and School Games values links retained from 2012 and 2016 games and sustained and promoted for the 2020 games.</p> <p>Continue to monitor, develop and evaluate the effectiveness of the sports council and pupil voice collected; using this and provided a rapid response.</p> <p>Continue to work with parents / carers, ensuring their ‘voice’ / views are listened to and acted upon.</p> <p>Continue to further enhance the opportunities pupils are provided with are constantly being developed further.</p>
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<p>Continue to review and develop 'inclusive' PE and Sports opportunities within the education curriculum and competitive and non-sporting opportunities e.g. Boccia.</p> <p>To continue to embed and provide a whole school approach to swimming, from KS1 through to KS2 – providing additional opportunities for all children to develop their ability to swim up to 25m confidently as well as impacting positively on their water confidence and safety in and around water.</p>	<ul style="list-style-type: none"> <li>• Pupil needs/interests (Pupil Voice)</li> <li>• Partnerships and links with clubs</li> <li>• Staff CPD</li> <li>• Golden time enrichment resources provided.</li> </ul> <p>Continue to review the quality of our curriculum including:</p> <ul style="list-style-type: none"> <li>• Breadth and Balance of the whole</li> <li>• PE Curriculum</li> <li>• Accessibility of all the activities</li> <li>• Use of staff to support learning</li> <li>• Quality of teaching and learning</li> <li>• Staff CPD</li> <li>• Access to facilities / resources - LSS</li> <li>• Pupil Needs (Pupil Voice)</li> <li>• Discussions with individual pupils and liaison with parents / carers</li> </ul>	<p>programme - Fit to Learn <i>£ already established and resourced</i></p> <p>Introducing new initiatives – Aqua Zumba, Aqua games, Bootcamp, Tchoukball, ultimate Frisbee, Handball, Lacrosse <i>£ additional lifesaving and STA qualifications to ensure max ch can participate</i></p> <p>Purchasing specialist equipment and teaching resources to develop a non-traditional activity - cyber coach, basketball nets, boccia, Tchoukball, Lacrosse <i>£ 2500 £CPD as before</i></p> <p>Employing specialist PE teachers or qualified</p>	<p>capacity and sustainability</p> <ul style="list-style-type: none"> <li>✓ Improved standards</li> <li>✓ Positive attitudes to health and well-being</li> <li>✓ Improved behaviour and attendance and reduction of low level disruption</li> <li>✓ Improved pupil attitudes</li> <li>✓ Positive impact on whole school improvement</li> <li>✓ Enhanced communication with parents / carers</li> <li>✓ Increased school-community links</li> <li>✓ Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values, developing in more-depth links to Rio 2016</li> <li>✓ Positive impact on middle leadership <ul style="list-style-type: none"> <li>○ Faculty leadership</li> </ul> </li> <li>✓ External reports validate and endorse best practice</li> <li>✓ Curriculum planning: Long, medium and short- Term plans</li> <li>✓ Planning for Gifted and SEND pupils</li> <li>✓ Tracking Pupil Progress measures</li> <li>✓ Blooms Taxonomy</li> <li>✓ Sports week opportunities</li> </ul> <p><b>Wider impact as a result of above:</b></p> <ul style="list-style-type: none"> <li>✓ A fully inclusive curriculum which inspires and engages all pupils</li> </ul>	<p>Continue to monitor, develop and evaluate the inclusivity of PE and sport opportunities provided; further enhancing and developing these. E.g. Goalball / boccia / sitting volleyball.</p>
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	<ul style="list-style-type: none"> <li>• MER of equipment to ensure it meets the needs of all our pupils.</li> <li>• Inclusion Policy</li> </ul>	<p>coaches to increase subject knowledge and confidence – as before <i>£4 X Sc6</i></p> <p>Buying into local, existing sports networks – KHS SSCO, WMDC Community Sports. Sandal Tennis, Dance Xplosion, Pro Event, Elite, Total Dane, Chance to Shine (cricket) <i>£3000</i> Coaches</p> <p>Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum – eg Fit 2 Learn, goal posts EYFS KS1 , tchoukball,</p> <p>CPD for staff to increase subject knowledge and confidence in PE</p>	<ul style="list-style-type: none"> <li>✓ Confident and competent staff</li> <li>✓ Enhanced quality of teaching and learning</li> <li>✓ Increased capacity and sustainability</li> <li>✓ Opportunities to play and experience specific Paralympic sports, using specialist equipment.</li> </ul>	<p>Continue to ensure competitive opportunities are provided for ALL children, including specific disability sports / experiences.</p>
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		<p>Employing additional support staff to support after-school clubs for disabled pupils and for those with SEND</p> <p>Use of Thornes Park facilities re Emotional regulation</p> <p>Bespoke G and T programme for KS2</p>		
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Key indicator 5: Increased participation in competitive sport See AfPE Quality Mark submission and reaccreditation with Distinction				Percentage of total allocation: See BWD %
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:
<p>Continue to host and chair regular KHS Pyramid meetings, which focus on increasing the sporting opportunities and competitions.</p> <p>Continue to work with and attend Wakefield Trinity sporting opportunities; evaluating the impact, as well as other local sporting clubs through our community links.</p> <p>Continue to organise / host existing and new competitive sporting opportunities and introduce additional Inter/Intra school competitions.</p> <p>Continue to attend / host Swimming galas (Inter / intra galas).</p> <p>Continue to develop and grow the SCP League; broadening it across other sports throughout the pyramid and wider.</p> <p>To further develop existing and</p>	<p>- Continue to engage with KHS SSCO and SGO</p> <p>Wider tournament links;</p> <ul style="list-style-type: none"> <li>• Link with Silcoates re – football and rugby tournaments</li> <li>• Link with QEGS, WGHS re swimming galas</li> <li>• Rotary Swim Gala</li> <li>• Own school league established by SCP</li> </ul> <p>Wider engagement of staff</p> <p>Improved links with other schools – Pyramid and beyond</p> <p>SCP – Local school hub for tournaments/events</p> <p>- To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>- Engage more girls in inter/intra school teams particularly those who are disaffected.</p>	<p>£2000 £ 4 x Sc 6</p> <p>KHS SSCO Additional staff – NT, SH, ZS, NH</p> <p>FOC</p> <p>£invoice</p>	<ul style="list-style-type: none"> <li>✓ Registers – monitor, analyse and evaluate the impact of the attendance at clubs and competitions / leagues / festivals etc.</li> <li>✓ School Games website – Our schools profile.</li> <li>✓ Calendar of events / fixture lists – School Games website</li> <li>✓ School Games Kitemark – Gold award</li> <li>✓ AfPE Quality Mark – Distinction</li> </ul> <p><b>Wider impact as a result of above:</b></p> <ul style="list-style-type: none"> <li>✓ Increased pupil participation</li> <li>✓ Extended provision</li> <li>✓ Increased staffing capacity</li> <li>✓ Improved positive attitudes to health and well-being</li> <li>✓ Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values = Rio 16</li> </ul>	<p>More competitive opportunities will be continued to be provided for all children, including those with a disability, across a wider range of sports.</p> <p>An increased attendance at the School Games finals (Wakefield and then West Yorkshire and beyond) will be evident continue to be increased.</p> <p>The sporting and PE provision will develop and be increased further, based upon pupil voice.</p> <p>Leadership skills in and across the PE curriculum will continue to be developed.</p> <p>Pupil participation, attendance at after school clubs will continue to increase, especially those in key distinct groups.</p> <p>We will continue to organise and host competitive events/ Festivals / leagues and games; developing this further to a wider range</p>

<p>new Sports leaders to organise and lead a range of sporting events, across the academic year as well as during breaks and lunchtimes.</p> <p>Continue to establish and further develop the role of our Sports council, to monitor pupil voice on festivals / competitions children would like to organize and host / attend externally. I.E more dance festivals.</p> <p>Continue to develop 'inclusive' PE and Sports opportunities (competitive and non) e.g. Boccia All opportunities provided will impact positively on all children, providing a wide range of experiences, at different levels, consequently resulting in more children taking up competitive sport out of the school day as well as in the future – providing life long, physical active children.</p>			<ul style="list-style-type: none"> <li>✓ Positive impact on middle leadership - Faculty members</li> <li>✓ Improved understanding of available sporting opportunities / provision.</li> <li>✓ Sports leaders to organise and lead sporting events</li> <li>✓ All pupils will have the opportunity to compete at a higher level – increasing participation across a wider range of sports as well as increasing the amount of competition opportunities.</li> <li>✓ Increase in the success of all children, when competing, which results in higher level successes through the School Games programme and other local community links i.e. winners of Elite events / festivals, which increases pupils' confidence and recognising their hard work and ability.</li> </ul>	sports.
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Signed off by	
Head Teacher:	NICHOLA RUSSELL
Date:	16.7.2020
Subject Leader:	DAN JONES
Date:	16.7.2020

Governor:	BEN COWELL COG
Date:	18.7.2020