



Please note that 100% of Sport Premium funding entitlement for 2017-18 at Hunter's Bar Junior School is spent on employing a Physical Education specialist. The key Indicators detailed below are fulfilled as part of this role.

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Created by



Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. We recommend regularly updating the table and publishing it on your website 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: **2016-17**

- National recognition of engagement with competitive school sport, physical education and leadership opportunities through attainment of School Games Mark Bronze (2013-14), Silver (2014-15), Gold (2015-16) Gold (2016-17).
- National recognition of commitment to school physical education and sport through attainment of Youth Sport Trust Silver Quality Mark (2015-2017).
- Local recognition of best practice in physical education and sport through attainment of Yorkshire Sport Foundation Centre of Sporting Excellence accolade. (2016-17)
- Notable successes at Level 3 competitions include: Cross Country and Orienteering.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	71%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	71%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	71%

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2017/18		Total fund allocated: £	Date Updated: November 2017	
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:
	1. Go Noodle challenge shared with each class to provide a vehicle for PA to happen in the classroom. Weekly competition in Gem assembly to reward those classes who have been most active.		1. Data collected weekly to identify number of minutes of PA completed on Go Noodle website. Impact to show an increased amount of daily PA in each class. <i>Impact – increased physical activity during class time. Improved attention and learning attitudes noted by teachers</i>	1. Provide a playlist of suitable videos to use for each year group. Allocate a timetable slot when Go Noodle or PA is included as a daily routine.
	2. Active afternoon breaks – increase the number of resources available for staff to utilize. Build up a menu of PA options for CT's to use. Email CT's to highlight the statutory requirements to provide 30 minutes of PA each day and the positive benefits PA has on chn.		2. Teacher survey to collect snapshot of afternoon breaks and how they are utilized / delivered across the year groups. Conducted every half term.	2. Active afternoon breaks to be non-negotiable for all class teachers. Equipment and resources to be built up to provide variety and maintain enthusiasm.
	3. Monitoring of club and activity data to identify		3. Collect data of PA, club	3. Regular half termly

	<p>least active cohort and develop intervention strategies to engage in regular physical activity</p> <p>4. Active 10 Organised morning break club which will encourage all chn to get active for 10 minutes through a range of fun dance/fitness video's, circuit style classes and games.</p> <p>5. Skipping Recruit two TA's to lead organized skipping activities during morning break to encourage those least active to engage with fun and informal physical activity.</p> <p>6. Communicate National message Regular key health messages shared with parents through; school website, twitter, sports newsletter</p>		<p>and competitive sport participation. Identify those who are least active. Focus group discussions / questionnaires to identify barriers to participation. Develop intervention strategies for target chn.</p> <p>4. Collect data of those chn attending and look to target least active with other interventions.</p> <p>5. Collect data with class Dojo to identify attendee's</p> <p>6. Increase awareness across school community as to the important role that physical activity has on health, wellbeing and attainment.</p>	<p>review meeting between PE lead and Sports Apprentice to track those least active and focus group chn to monitor engagement.</p> <p>4. Engage with other staff members to take ownership of providing their own Active 10 sessions or supporting others.</p> <p>5. Engage other staff members to support and expand the skipping programme.</p> <p>6. Include physical activity messages through coffee mornings already established. Continue regular health message updates through school communication messages i.e. twitter, facebook, website,</p>
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	<p>7. Active Home Learning bags Equipment bags with laminated games cards introduced and identified least active chn given access to use at home through a library loan type system.</p> <p>8. Active lunchtimes supported by training and implementation of play leaders, active play equipment library</p> <p>9. Parent and child Fit club Introduce a Friday Fit Club in the morning to encourage parents to come and enjoy physical activity with their child. Open access to all</p>		<p>7. Identified chn to be invited to take part in Active Home Learning project. Fortnightly home bags redistributed. Pupil / parent survey to collect evidence of use and impact. Monitor club and activity data to track identified chn to see uptake of clubs as a result of active home learning project. Impact: increased engagement with those least active chn in school run clubs and activities.</p> <p>8. Data collected through Class Dojo to identify attendee's</p> <p>9. Collect data on attendees and conduct surveys on parental engagement with sport outside of school. Healthy parents =healthy</p>	<p>newsletters</p> <p>7. Purchase more equipment and introduce more home learning bags / resources for more chn to access. Rolling programme across the year for all year groups/all least active. Monitor involvement of chn in whole school extra-curricular offer.</p> <p>8. Impact – more chn being active through structured play during lunchtimes therefore decrease in behavior issues during lunch. More chn start attending extra curricular programme as result of involvement in lunchtime activities.</p> <p>9. Those that were deemed least active become active. Results shown through data analysis of extra-curricular programme</p>
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	parents and children across school.		kids message	and parent-child surveys.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	<ol style="list-style-type: none"> Youth Sport Trust Innovation School research project on improving attitudes to editing and improving writing with JG Active Maths project with DP. Create a series of active maths resources to use across whole school. Use of Personal Best model to encourage chn to try their hardest in every lesson that they take part in. 		<ol style="list-style-type: none"> Attitudes to editing and improving writing improve. Evidence collected through attitudinal survey conducted pre and post intervention strategies. Explicit links made between PE and English with Y6 cohort. Control groups used to show impact of interventions. All class teachers to engage with active maths project to increase physical activity in the classroom. Increase engagement with maths across all classes. Key maths skills reinforced Chn to demonstrate a desire to do their best with all lessons and tasks set. Have a greater understanding of target 	<ol style="list-style-type: none"> Share findings with staff. Roll out programme with other year groups / whole school. More resources created to provide variety of activities and maintain engagement. Create an active day initiative whereby one day each week is active maths day for the class / yr group. Introduce model of Personal Best to all classes across school. Include as part of the whole school ethos /

	<p>Develop criteria to use to recognize chn who achieve their personal best. Set challenges in PE lessons and record data for chn to try to set and beat their own PB's. Build into a rewards system</p>		<p>setting and putting strategies in place to achieve those goals. Demonstrate a perseverance and resilience to achieve and build upon each personal success.</p>	<p>reward system to recognize each individuals achievements and progress within a subject.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	PE CPD programme for all CT's. Initial audit conducted and personalized action plan to identify areas for development. Goal setting completed		Improved confidence and teaching of PE across whole school. Evidenced through observations, audit of strengths and areas for development. Individual teachers achieve their targets (set and agreed Nov 2017). Balance of teaching shift from (in some cases) 100% led by curriculum expert towards at least 50% delivery by class teacher.	New teachers to benefit from mentoring CPD programme. Existing teachers continue through transition of supported lessons towards independent PE lessons with periodic feedback and development opportunities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements:	<ol style="list-style-type: none"> Range of lunchtime and after school clubs provided. Muga activities led by Sports Apprentice to provide range of school games activities 		<ol style="list-style-type: none"> Extra-curricular offer is extensive and attended by a variety of different target groups. Evidence is collected from monitoring Class Dojo and intervention groups MUGA activities are structured to provide maximum attendance by a range of target groups and compliments the extra-curricular offer and other lunchtime activities available. 	<ol style="list-style-type: none"> Continue to monitor success / uptake of extra-curricular offer and make necessary adjustments. Continue to employ a Sport Apprentice to complement / enhance the provision of structured sporting activities and opportunities available to all groups of chn.

Key indicator 5: Increased participation in competitive sport				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:
	<ol style="list-style-type: none"> 1. Continue to enter SFSS and School Games competition events. Provide opportunities for more pupils to engage with competitive sport through entry and careful selection of targeted cohorts i.e. SEND, PP, least active. 2. SSOC to be mobilised to deliver 'Gem' competitions at level 1 		<ol style="list-style-type: none"> 1. More hours / events completed at level 1, 2 and 3 competitions. More chn from target groups involved in competitive sport through analysis of data collected. 2. SSOC leaders to be supported to plan, organize and deliver regular half termly 'Gem' competitions at level 1 	<ol style="list-style-type: none"> 1. Continue to provide competitive opportunities for all groups. Look to local partners to provide further opportunities for chn to compete. 2. Engage Y5 pupils' to prepare for taken responsibility during next academic year.