



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting To
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Commissioned by
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Created by



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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 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 to date:	Areas for further improvement and baseline evidence of need:
<p>Knivesmire Primary School has been awarded the 'Sainsbury's School Games Platinum Award'. This is the highest sporting accolade the school can achieve in relation to how it provides for and enriches sporting opportunities for its pupils. In order to achieve the platinum award, Knivesmire had to first achieve the 'Sainsbury's School Games Gold Award' for 5 consecutive years! At the time of achieving the platinum award, only 2% of schools nationally had done so!</p> <p>For a detailed account of exactly what this means the school has achieved, please see 'The Sainsbury's School Games Gold Mark' criteria list detailed on their website.</p>	<p>Endeavour to maintain the achievement guidelines set out by the Sainsbury's School Games initiative as a yearly measure of the schools' sports provision successes. Use any gaps as areas for improvement.</p> <p>Ensure our school takes advantage of the sports competitions feeding into the school games. Share best practice with MAT and cluster schools. Advise on how to achieve 'platinum' award.</p> <p>Children's daily activity levels monitored half termly through school's 'Fit for 30' initiative. Least active children targeted and additional opportunities for these children to partake in physical activities provided by staff, P.E. Team and sports specialists.</p>

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?	93.3% Taken from Year 3 swimming lessons data and also independent swimming certificates collected prior to residential.
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?	93.3% Taken from Year 3 swimming lessons data and also independent swimming certificates collected prior to residential.
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?	91.6% Taken from Year 3 swimming lessons data and also independent swimming certificates collected prior to residential.
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

Academic Year: 2017/18	Total fund allocated: £	Date Updated:		
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: Please see the ‘Sports Premium Spending’ section of the website.
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils take part in 2 hours of scheduled, high quality P.E. lessons weekly.	<ul style="list-style-type: none"> All pupils from years 1 to 6 take part in 2 hours of scheduled P.E. lessons a week. Additional Sports Specialists utilised in order to support and develop current teaching staff in the delivery of high quality P.E. lessons; PB to support and guide quality P.E. delivery across the school; Additional Sports Specialists utilised in order to provide additional curriculum time opportunities for 	YSSN buy in. Release time costs taken from P.E. Leadership time allocation. YSSN buy in.	P.E. timetable reflects a whole school approach in achieving the delivery of 2 hours of quality P.E. lessons. End of unit photos and videos recorded and stored on the school system for each year group. Recorded end of unit competitions through photographs stored on the system. Videos of dance and gymnastics units recorded and stored on the school system. All groups across all year groups targeted through careful timetabling.	This approach to be maintained. Members of the P.E. team are spread across all phases in order to ease work load and adopt shared accountability across relevant year groups. P.E. team members to be accountable for phase displays and for the gathering of evidence on the school system. Year 6 children do not currently receive these additional opportunities due to SATS preparations. Gifted and Talented children have

<p>Improve physical activity levels in our most inactive pupils and provide a wide range of sporting opportunities for all pupils across the school.</p> <p>Provide additional lunchtime and after school clubs for pupils to access their 30 minutes of physical activity. Engage the least active pupils in meaningful activity and give them the confidence to move</p>	<p>targeted groups (Gifted and Talented, Low Ability, Least Active);</p> <ul style="list-style-type: none"> • Additional Sports Specialists utilized in order to provide extracurricular sporting opportunities for targeted groups; • External providers sourced in order to provide a wide mix of extracurricular sporting opportunities (paid for clubs); • Staff provide a range of extracurricular sporting opportunities throughout the year (free of charge clubs); 	<p>YSSN buy in.</p>	<p>Average attendance at extra-curricular clubs is 20+</p> <p>External provider club list.</p> <p>Staff run clubs run throughout the year with aim to engage as many pupils as possible. Average attendance at these clubs was 30+</p>	<p>more extracurricular sporting opportunities in year 6 than in any other year group. Despite this, we must make sure that other targeted groups are not missed off for the above reason in order to achieve a 'broad and balanced' approach towards all subjects, irrespective of which year groups children are a part of.</p> <p>Yearly YSSN buy in to be renewed. Level of buy in to be reassessed yearly.</p> <p>An equal balance to be drawn between paid for and free clubs. Staff to be accountable for offering a variety of free clubs throughout the academic year.</p> <p>Review most popular clubs. Continue to ask sports committee and pupils (through PAG groups) their thoughts. Promotion of these clubs is the key by ALL</p>
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<p>on to regular extra-curricular and community clubs to ensure lifelong participation. Ensure breaks and lunchtimes have the option of active play. Encourage pupils to take part to achieve the CMO guidelines.</p>	<ul style="list-style-type: none"> • Sporting provision provided through young leaders at break times and lunch times to encourage daily activity for all pupils; 	<p>'Friends' utilised to top up playground provision spending.</p>	<p>Sports committee run Zone Park provision. These children change yearly.</p>	<p>staff... Especially by those in that year group! PB to continue to train young leaders. This saves the school money through virtue of not having to pay for an external provider (YSSN buy in option) to complete this. Midday supervisors to be encouraged as much as possible to take part in activities to further encourage pupil participation in activity.</p>
<p><i>Ensure pupils are active in lessons other than PE.</i></p>	<ul style="list-style-type: none"> • Cross curricular opportunities for P.E. embedded. E.g. Whole school bought skipping ropes in order to take part in skipping x table games during Maths sessions; 	<p>To be taken from P.E. Resources budget.</p>	<p>More active curriculum for all pupils across all subjects.</p>	
<p>Mini bus lease and staff enrolling on mini bus training scheme ensures that transportation to and from events for Knavesmire and MAT pupils is made easier.</p>	<ul style="list-style-type: none"> • York School Sports Partnership buy in ensures that every opportunity is taken to partake in extracurricular sporting opportunities; 	<p>Mini bus lease costs. Staff theory and practical test costs.</p>	<p>Children less reliant on whether adults are available to provide lifts. The capacity to take more than one team to an event has increased.</p>	<p>Mini bus lease to continue utilising additional sports premium funding. Members of the P.E. team to take theory and practical tests.</p>

<p>Children actively encouraged to engage in active lifestyle choices.</p> <p>All children active for at least 30 minutes every day.</p> <p>Be a lead school in the delivery of sport and its provision.</p>	<ul style="list-style-type: none"> Local club links displays encourage pupils to pursue sporting interests and develop active lifestyle choices; Year 5 pupils trained by PB to become play leaders who help us provide an active playground and contribute to the 30 minutes physical activity per day target; We complete the Sainsbury's School Games Mark every year. After 5 consecutive years of achieving the 'Gold' mar, the highest award possible, in 2018 Knavesmire achieved the Sainsbury's School Games 'Platinum' mark; 	<p>P.E. Team release time.</p> <p>'Friends' utilised to top up playground provision spending.</p> <p>YSSN Buy in.</p>	<p>Phase displays promoting sporting success, healthy lifestyle choices, inspiring sports people and diet choices contusive for leading a healthy, active lifestyle.</p> <p>Sainsbury's School Games Awards. The platinum award was achieved by less than 2% of Schools nationally and is the culmination of 5 years hard work.</p>	<p>Phase displays and boards to be updated periodically by P.E. team members of that phase.</p> <p>Hold MAT and cluster meetings to discuss approaches to P.E. and offer support for fellow schools. Offer to host informal competitions between schools.</p>
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<p>Be accountable for targeting least active pupils and promoting a healthy, active lifestyle.</p>	<ul style="list-style-type: none"> • Launched 'Fit for 30' initiative in order to keep track of least active children and ensure that all children are taking part in at least 30 minutes of physical activity every day; • Additional P.E. equipment purchased throughout the year in consultation with young leaders to further promote active lifestyle choices and ensure that every child achieves at least 30 minutes of activity a day; • Each year group plays an active role in shaping parts of the curriculum to be taught. 	<p>Please see School website for breakdown of costs.</p>	<p>Impact to be measured using 'Fit for 30' classroom chart. Koboca survey used to gauge yearly improvement.</p> <p>Children increasingly engaged in sporting activity. Sports Committee meet half termly to decide on what equipment would work well and promote the most activity. See 'Big Books'.</p> <p>Each year group's P.E. timetable contains an 'open' slot. This slot is to be decided on (within reason) by the children of that cohort. A unit of work is then planned for around these ideas.</p>	<p>Koboca survey as yet uncompleted due to staffing issues resulting in no P.E. leader release time being available. Planned in P.E. release time budgeted for out of the Sports Premium funding next year.</p> <p>This model to continue.</p> <p>Pupil voice to continue in this way.</p>
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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: Please see the 'Sports Premium Spending' section of the website.
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure pupils are healthy and happy students.</p> <p>Celebrate pupil's sporting achievements and successes from both internal and external clubs.</p>	<ul style="list-style-type: none"> Phase displays inform children of healthier food choices. Information taken from the 'Change for Life' scheme; Key information displayed concerning the benefits of staying active; Special mentions in assembly for any teams or individuals who have represented the school or who have achieved any sporting success outside of school; Phase displays showcase end of unit competition across the school; 	<p>P.E. Leader release time.</p>	<p>Pupils more alert. Brain function improvements, better concentration and learning.</p> <p>Children's self-esteem raised. Links with internal school clubs or local club links highlighted in order to promote pupil participation.</p> <p>Phase displays, P.E. big books. Platinum award.</p>	<p>Give teachers ideas of how to implement active breaks within the classroom. E.g. X table tennis, Dance/movement breaks etc...</p> <p>Staff to be reminded about celebrating end of unit dance and gymnastics performance videos in assemblies.</p> <p>P.E. phase specialists to keep phase displays updated and continue to raise the profile of in school inclusive competitions.</p>

<p>Ensure all staff have an accountability for school sport.</p> <p>Children play an active role in school sport competitions. Develop pupil's social skills and facilitate their involvement in making a contribution towards school sport. Develop and enhance leadership, communication and origination skills in young people.</p> <p>Any child who wishes to represent the school through competing or taking part in a sporting event will be given the opportunity to. Build confidence and feeling of belonging to the school through ensuring all pupils represent the school in some form.</p>	<ul style="list-style-type: none"> • School newsletter highlights sporting achievements and updates; • Staff to ensure that end of unit performances and competitions occur and are evidenced through photographs and/or videos; • Adjudicator bibs and whistles stored in the P.E. shed ready for children to help in officiating school based competitions across classes at the end of every games unit; • A Register of year 6 pupils who haven't represented the school who want to is kept; 		<p>Children's self-esteem raised. Links with internal school clubs or local club links highlighted in order to promote pupil participation.</p> <p>Children view P.E. as having a purpose and end result/goal. Just like in any other lesson in school. This provides children with a goal to work towards.</p> <p>Children more responsible for knowing the rules and regulations for different sports. Communication skills developed. Conflict resolution skills developed. More children are actively involved during competition phase of a unit.</p> <p>These children are first on the list for B and C team competitions that the YSSN put on. This results in an increase in pupils competing for school teams.</p>	<p>Continue to highlight the need for end of unit performances to be recorded and celebrated with staff. P.E. phase specialists to be accountable for their phase.</p> <p>Ensure all staff are utilising these resources effectively and are aware of them.</p> <p>Ensure that wherever possible (enough children for a team to run) a team is assembled and can represent the school.</p>
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<p>Playground Leaders/sports committee (Zone park) rewarded for their hard work. Develop and enhance leadership, communication and origination skills in young people.</p> <p>Use PE and Sport to impact cross curricular. Engage disengaged pupils through using PE as a tool to deliver other subjects</p> <p>Staying active and living a healthy to be used whenever possible across the school as part of 'The Big Idea'.</p>	<ul style="list-style-type: none"> • Zone park leader's role is seen as an important position. These children are selected carefully either in order to encourage their own engagement in sporting activity or to act as a sporting ambassador and encourage others; • Cross curricular opportunities for P.E. embedded. E.g. Whole school bought skipping ropes in order to take part in skipping x table games during Maths sessions; • The profile of P.E. and sport is raised through cross curricular links being utilised wherever possible across the school. 		<p>Pupil engagement in sporting activity increased due to guidance from playground leaders, staff and midday supervisors.</p> <p>More active curriculum for all pupils across all subjects.</p> <p>Big Idea books. Portfolios.</p>	<p>Continue to consult the school sports committee when selecting playground equipment. Children, through discussion, evaluate successes and failures and feedback what they have found for the next group of children who become the sports committee.</p> <p>As an aim, continue to ensure that P.E. as a subject is involved in 'The Big Idea' and it's planning whenever possible.</p>
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<p>External sports specialists deliver workshops on healthy eating and approaches towards maintaining a healthy lifestyle.</p>	<ul style="list-style-type: none"> External providers hired to deliver specialist workshops with the aim to educate children across the school in how to make healthy lifestyle choices in regard to food and activity. 	<p>Please see school website for exact funding breakdown of these costs.</p>	<p>Big idea books. Portfolios.</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:
				Please see the 'Sports Premium Spending' section of the website.
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improve the knowledge and skills of staff in teaching PE to ensure high quality PE Lessons</p>	<ul style="list-style-type: none"> • Access mentoring for up to 6 teachers for 6 weeks each (36 hours of mentoring). Mentoring to take place with teacher's class with school resources to give real life examples. PB to supplement training by leading practical staff meetings and feeding back information from skills courses; 	YSSN buy in.	High quality lessons delivered in engaging activities. Happy engaged pupils.	
<p>Improve the quality of delivery of invasion games and striking and fielding through accessing National Governing Body CPD mentoring such as Chance to shine and FA Skills.</p>	<ul style="list-style-type: none"> • Engage in Chance to shine and FA skills programme to upskill teachers in delivery of invasion games; 	P.E. Team release time.	Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions.	Renew buy in at element 2 through YSSN.

<p>Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity.</p>	<ul style="list-style-type: none"> • Each year group to listen to pupil voice and act upon this with a unit of work taught during the 'Free Choice' slot allocation shown in the long term plan for that phase. 		<p>Children feel empowered and see that they indeed play a role in shaping the curriculum just like they do in other subjects through 'The Big Idea'.</p>	<p>Koboca survey could also be utilised to gain an idea of what other sports children would like to take part in. This would be in addition to what is currently in place however.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: Please see the 'Sports Premium Spending' section of the website.
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Offer a range of sports and activities across the school and throughout the academic year.	<ul style="list-style-type: none"> Additional Sports Specialists utilized in order to provide extracurricular sporting opportunities for targeted groups; External providers sourced in order to provide a wide mix of extracurricular sporting opportunities (paid for clubs); Staff provide a range of extracurricular sporting opportunities throughout the year (free of charge clubs); 		<p>Average attendance at extra-curricular clubs is 20+</p> <p>External club provider lists and registers. Data from Sainsbury's School Games Mark... E.G. 50% of all children engaged in extracurricular sport each week.</p>	<p>Ensure that there is a balance of paid and unpaid clubs available throughout the year.</p> <p>Ensure that there is balance of extracurricular sporting clubs provided as well as other clubs.</p>

<p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> <p>Promote local clubs that offer sports not provided for by YSSN</p>	<ul style="list-style-type: none"> • Identify local clubs in the area where pupils attend and promote clubs to offer a wide range of external opportunities; • Hand out flyers for local specialist sports clubs. Promote any that already have an active club link (Child from school who attends the club) through assemblies. 		<p>Club links board. Sainsbury's School Games Mark data.</p> <p>Active club links data from Sainsbury's School Games Mark.</p>	<p>Maintain up to date club links. P.E. phase specialists to be accountable.</p> <p>Golf (as opposed to Tri gold) taster sessions planned for by the school.</p> <p>Bowls taster sessions planned for by the school.</p> <p>An external Archery club is being planned for.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Please see the 'Sports Premium Spending' section of the website.
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure all pupils receive the opportunity to represent the school in competition.	<ul style="list-style-type: none"> All pupils from years 1 to 6 take part in 2 hours of scheduled P.E. lessons a week. Additional Sports Specialists utilised in order to support and develop current teaching staff in the delivery of high quality P.E. lessons; PB to support and guide quality P.E. delivery across the school; 	<p>YSSN buy in.</p> <p>Release time costs taken from P.E. Leadership time allocation.</p>	<p>P.E. timetable reflects a whole school approach in achieving the delivery of 2 hours of quality P.E. lessons. End of unit photos and videos recorded and stored on the school system for each year group.</p> <p>Recorded end of unit competitions through photographs stored on the system. Videos of dance and gymnastics units recorded and stored on the school system.</p>	<p>This approach to be maintained. Members of the P.E. team are spread across all phases in order to ease work load and adopt shared accountability across relevant year groups.</p> <p>P.E. team members to be accountable for phase displays and for the gathering of evidence on the school system.</p>

	<ul style="list-style-type: none"> Additional Sports Specialists utilised in order to provide additional curriculum time opportunities for targeted groups (Gifted and Talented, Low Ability, Least Active); 	YSSN buy in.	All groups across all year groups targeted through careful timetabling.	Year 6 children do not currently receive these additional opportunities due to SATS preparations. Gifted and Talented children have more extracurricular sporting opportunities in year 6 than in any other year group. Despite this, we must make sure that other targeted groups are not missed off for the above reason in order to achieve a 'broad and balanced' approach towards all subjects, irrespective of which year groups children are a part of.
	<ul style="list-style-type: none"> Additional Sports Specialists utilized in order to provide extracurricular sporting opportunities for targeted groups; External providers sourced in order to provide a wide mix of extracurricular sporting opportunities (paid for clubs); 	YSSN buy in.	Average attendance at extra-curricular clubs is 20+ External provider club list.	Yearly YSSN buy in to be renewed. Level of buy in to be reassessed yearly. An equal balance to be drawn between paid for and free clubs. Staff to be accountable for offering a variety of free clubs throughout the academic year.

	<ul style="list-style-type: none"> • Staff provide a range of extracurricular sporting opportunities throughout the year (free of charge clubs); • York School Sports Partnership buy in ensures that every opportunity is taken to partake in competitive extracurricular sporting opportunities; • Mini bus lease and staff enrolling on mini bus training scheme ensures that transportation to and from events for Knavesmire and MAT pupils is made easier. 	<p>YSSN buy in.</p> <p>Mini bus lease, Staff theory and practical test costs.</p>	<p>Children less reliant on whether adults are available to provide lifts. The capacity to take more than one team to an event has increased.</p>	<p>Review most popular clubs. Continue to ask sports committee and pupils (through PAG groups) their thoughts. Promotion of these clubs is the key by ALL staff... Especially by those in that year group!</p> <p>Mini bus lease to continue utilising additional sports premium funding. Members of the P.E. team to take theory and practical tests.</p>
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