



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Sustainable monitoring of pupils who are taking part in physical activities.</p> <p>Children signing up for competition increased.</p> <p>Through the use of the playground, children's active time increased from year one (40% in year one but 80% in year three)</p> <p>Use of medium term plans used throughout the school.</p> <p>Assessment carried out termly</p> <p>Children monitored to ensure opportunities to promote sport and activity to key pupils is not lost</p> <p>Programme of drills, skills and fun physical activities offered in every break time.</p> <p>Higher take up out of school sports clubs.</p> <p>Children being offered places in development programmes.</p> <p>Greater success in level two and three sports events</p>	<p>Swimming opportunities allow children to go beyond the minimum requirements of swimming 25 metres.</p> <p>Staff are monitored by the PE co-ordinator with regard to providing lesson that allow all children to progress with skill development. DH/SM to team teach/observe all members of staff at least once.</p> <p>SEND children have access to physical curriculum . ALL pupils, irrespective of their special educational needs and disabilities made excellent progress in line with their prior learning and ability.</p> <p>Greater take up of sport and team games by girls in year five and six.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	91%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	91%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%
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: 2019/20	Total fund allocated: £18,008	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:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>The use of the play times to encourage physical activity for all pupils. Impact will lead to children enjoying regular physical exercise that each child has chosen for themselves.</p> <p>Less negative social interactions between pupils, leading to each pupil being focused and ready to learn.</p>	<p>All pupils to receive 2 hours taught PE a week with a rotation of indoor and outdoor activities</p> <p>Range of clubs provided by TA , teachers, First Step for sports coaches. This will provide a sports club option at the end of every school day.</p> <p>Competitive games provided for children from year two upwards through the SSP scheme</p>	<p>£3,120 first steps sports coaching clubs</p> <p>£1810 sports partnership</p>	<p>Physical evidence</p> <p>Timetables</p> <p>Pupil Tracking</p> <p>Surveys</p> <p>Pupil voice</p> <p>Club lists</p> <p>INSET materials, handouts.</p> <p>Displays around the school</p> <p>PE news letters</p> <p>Pupil fitness levels</p> <p>Children's love of physical activities shows in choice on the playground.</p> <p>Up take for sports clubs reaches maximum allowance.</p> <p>Children able to express why a healthy life-style is important and what a healthy life style is</p>	<p>Children have more input in the inter sports events that happen on the MUGA and at lunch time</p> <p>Use the school council to focus on children voice on the playground. Target for future</p> <p>The enjoyment of PE increased participation in wider activities.</p> <p>Integrate further active games found on the school games website.</p> <p>Promote a culture of fair play and respect when team games happen at play times.</p> <p>Starting point for next academic year</p> <p>Year 1 = 48 % active in school clubs and playground activities</p> <p>Year 3 = 80 % active in school clubs and activities</p>
	<p>The use of the positive Play scheme on the playground and on the field, which will provide equipment to promote active play.</p> <p>Continue to proactively use the new Multi-Purpose Games Area (MUGA), promote responsibility for looking after the MUGA allowing for its continued use.</p> <p>The creation of a new multi-purpose games area (MUGA) to enhance the quality of experience of sports lessons and sports clubs.</p>	<p>£14,456 (funding agreed prior to change in advice)</p>		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<p>Children feel empowered to make a difference to their own and other pupils well-being.</p> <p>Children perceive that being active can involve traditional school sports as well as creative events. This will impact on their perception of how to stay healthy for life.</p> <p>Children are proud to be fit and active.</p>	<p>School kits to be used on external sports events</p> <p>Maintenance of the gold sports award for next year and beyond</p> <p>The further development of sports leaders on the playground with training and leadership reward programme given high status by all staff</p>	£469 equipment	<p>Play leaders support children in keeping active at playtime</p> <p>80% plus of children in key stage two to have taken part in an out of school club or competitive activity.</p>	<p>Regular reflection on the role of the playground leader with the year six teachers, timetabled throughout the year</p> <p>Continuing the ongoing checks in each year group as to the choices being made by pupils throughout the year.</p> <p>More elite sports clubs offered to pupils throughout the year</p>

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:
Consistent use of agreed planning so children have a coherent long-term curriculum which allows for skill development.	Medium term plans available Planning used by all staff teaching PE Staff assess and review assessment to allow for lessons to be further differentiated	First Steps (see above)	Lessons are consistently good throughout both key stages. Skills are seen to increase from year to year. Children with a high level of skill are picked up for development programmes Children want to take part in competitions Teams win some events	The subject leader will be allocated ongoing staff meeting time once per month; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed
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:
Develop collaborative skills which are maintained out of the sports situation too	Work with jigsaw ethos when in PE lessons. Use of restorative practise approaches in sporting lessons. The development of understanding of the concept of good sportsmanship through assemblies and with teachers providing evidence of good examples of professional sports personalities.		Children will be able to work in pairs and team lead in lessons. Children will be able to encourage, support, lead warm-up, explain skills, give feedback. All children in year six achieving the bronze sports award. Children in year 5 and 6 can organise games and activities for their peers.	Use of the bee programme in netball for lower key stage two with the possibility that this may be suitable for other sports, once embedded. Better monitoring of the bronze awards for the prefects. Higher profile given to achieving the award. Photo gallery and rewards board.

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:
Increased participation in competitive sport	<p>Lunch time team games organised by staff with children signing up for a week of drills and games</p> <p>Improved promotion of the SSP activities through newsletters and emails</p> <p>Use of First Step Sports coaching to develop groups of children to build their confidence and take part in events organised by the SSP</p> <p>Greater involvement in competitions not previously taken up such as triathlon and gymnastics</p>	First Step Sports (see above)	80% of children in year five and six have taken part in a competitive sport or activity in this academic year.	<p>Continue to monitor choices made by pupils.</p> <p>Target children who have not chosen a physical activity up to Christmas with meetings of these children to ascertain what they might want to do so they become active.</p> <p>More communication with parents about healthy lifestyles and fit for life information.</p> <p>Continue to communicate with the parents of L2 and L3 sports and know more of their involvement of their respective sports.</p>