



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
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:

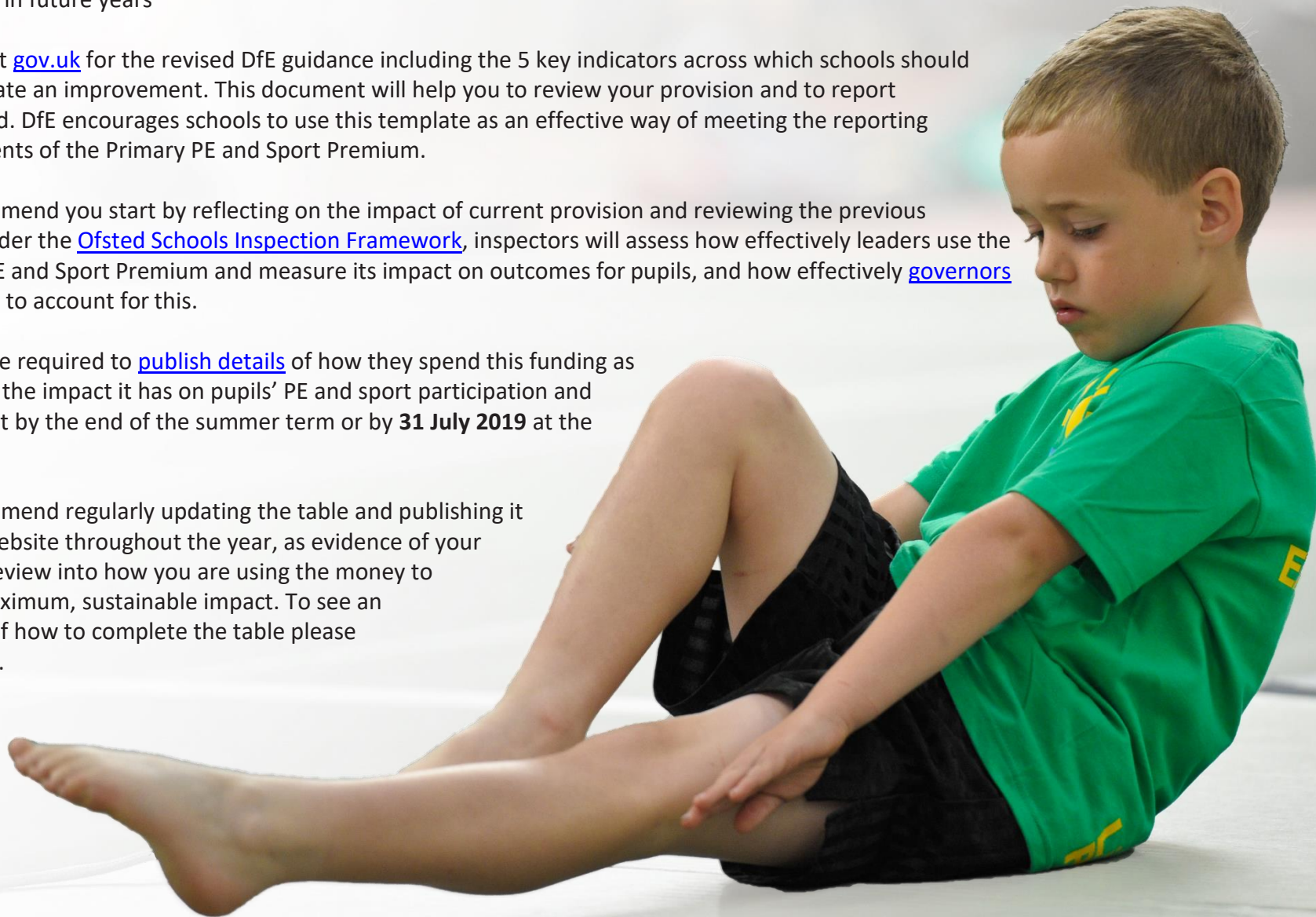
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:
<ul style="list-style-type: none"> Sustained increase in the number and variety of clubs offered to children. Continued to offer the super coach programme to increase fitness levels and showcase new activities which may appeal to the children. Lunchtime training for support staff to support increased engagement in physical activity. 	<ul style="list-style-type: none"> Develop a bookmark system to support the development of individual children's skills. Embed 30 minutes of daily activities.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	All year four children have 45 minutes of swimming for a term in their final year at school.

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: 2018/19		Total fund spent: £20027.20	Date Updated:18-07-19	
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:
				27%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Embed the daily mile to get pupils undertaking at least 15 minutes of additional activity per day. Continue to offer a lunchtime coach to support less active children in accessing fun activities. Continue to run sensory circuit groups each lunchtime. The new year four children are trained to deliver playground leader activities. 	<ul style="list-style-type: none"> Children are encouraged to race around the roadway whenever they are outside and classes have timetabled access to the roadway for the purpose of racing around it. September's baseline assessment and regular updates used to highlight children. A trained lunchtime supervisor delivers specific small group activities. A group of children are ready to deliver activities to younger children, working closely with lunchtime staff. 	<p>£2736.00 external lunchtime support</p> <p>£2736.00 Sensory circuits</p>	<ul style="list-style-type: none"> All pupils involved in an additional 15 minutes of activity throughout the week. Regular assessments show that fitness level is improving. The skill level of the children taking part has improved and some of the older children now support the younger children. Children confidently lead a range of activities. 	<ul style="list-style-type: none"> Introduce a class chart enabling children to record when they have achieved the target mile per day. Lunchtime training and shadowing of external coach is used to upskill staff. Children in the early years are assessed as soon as they start school so that the programme is introduced sooner. As the year threes get ready to move on to year four they begin to shadow the year four leaders.

<ul style="list-style-type: none"> During Health Week, the children are introduced to Forest School activities. 	<ul style="list-style-type: none"> Forest school is introduced over two days in the summer term. 		<ul style="list-style-type: none"> Parents were invited to join in the activities and could then encourage their children to work on similar activities outside. 	<ul style="list-style-type: none"> Staff will introduce a Forest School Club in the new academic year. Staff will create a twenty things to do in each year group.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 28%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Each term had one of the creative week's including ways to encourage the children to be more physically active. Achievements of individuals and groups is celebrated during celebration worship on Friday. The aim is to inspire others. The role of the Sports' Council continues. 	<ul style="list-style-type: none"> Staff planned focused weeks to include activities to raise the children's awareness of increasing their fitness level, raising their aspirations and improving their mental health and well-being. Successes from in school as well as outside school are celebrated. The PE coordinator plans a series of meetings to listen to children's suggestions about sport and being physically active, as well as feedback on PE lessons. 	£5449.20 super coach	<ul style="list-style-type: none"> Silly Limbic Project, health week, STEM week and community week each included a focus on becoming more physically active, being outside and raising aspirations. Children's achievements are highlighted in a public forum. The children have a way to raise concerns and make suggestions. 	<ul style="list-style-type: none"> Make sure being active is part of future planned weeks. Celebration worship will continue to be used as a means of celebrating successes. The sports council nominates ambassadors to speak to governors about future and current school developments.

<ul style="list-style-type: none"> • Embed the Super Coach programme to upskill teachers, introduce children to new sports and increase children's fitness level. 	<ul style="list-style-type: none"> • Identify further sports and activities to inspire the children. 		<ul style="list-style-type: none"> • All classes have an extra extended PE lesson for one whole term. 	<ul style="list-style-type: none"> • The extra extended PE lesson becomes a feature of the school timetable. Teachers are skilled in delivering a wider range of sports.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Team-teach is organised to support newer members of staff in delivering particular areas of PE. As part of focus weeks, a range of visitors is invited in to school to develop children's and staff knowledge of other ways to keep active. 	<ul style="list-style-type: none"> A timetable of support is arranged through the induction teacher. Staff work with Forest Schools to develop a club for children. 	<p>£3625.20 – team teach</p> <p>£800</p>	<ul style="list-style-type: none"> Raised confidence in teaching aspects of PE. Children and parents respond positively to the opportunity to work on Forest School activities. 	<ul style="list-style-type: none"> Plans are produced and these can be used as the new teachers move on to teach their class for the whole PE lesson. Upskilling of staff to deliver a different type of club in the future
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Playground markings and new outdoor equipment enhances the offer during play and lunchtime. Lunchtime staff select less active children to participate in a specific, adult focused 	<ul style="list-style-type: none"> Use staff knowledge and expertise to enhance provision. Organise external support to lead specific clubs and activities. Remark the playground, add new personal best activities, introduce the children to a climbing wall and add an outdoor table tennis table. Purchase new resources selected by the children in 	<p>£1435 Dance</p> <p>£2736 Clubs</p> <p>£6105.86 (sugar tax funded project)</p> <p>£100 update playground markings</p>	<ul style="list-style-type: none"> New clubs have been introduced on Friday and after school. The new enhanced provision sees more children being active. Less active children are identified and encouraged 	<ul style="list-style-type: none"> The school is no longer dependent of 'experts' coming in to support PE and clubs. Older children support the younger children in taking part in activities through the leadership system. Lunchtime staff are consistent and would

lunchtime activity.	sufficient quantities to enable a large group of children to be active.		to participate in a range of adult focused activities.	have a buddy system if new staff arrived at the school.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> The school participates in locally organised competitions. Engage more pupils in inter/intra school teams and activities. 	<ul style="list-style-type: none"> When a planned event is organised the school sends a team to participate. Organise a competitive sports day. Take part in a dance show. 	<p>£250 for water bottles.</p> <p>£160 participation fee</p>	<ul style="list-style-type: none"> Children enjoy the opportunity to compete and publicise their achievements during celebration worship and through the newsletter. Children enjoyed the competitive nature of sports day. The dance club enjoyed showcasing their achievements with other dance clubs across the area. 	<ul style="list-style-type: none"> Staff organise friendly matches between local schools and within the school. School staff continue to run a range of clubs on Friday afternoon.