



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:

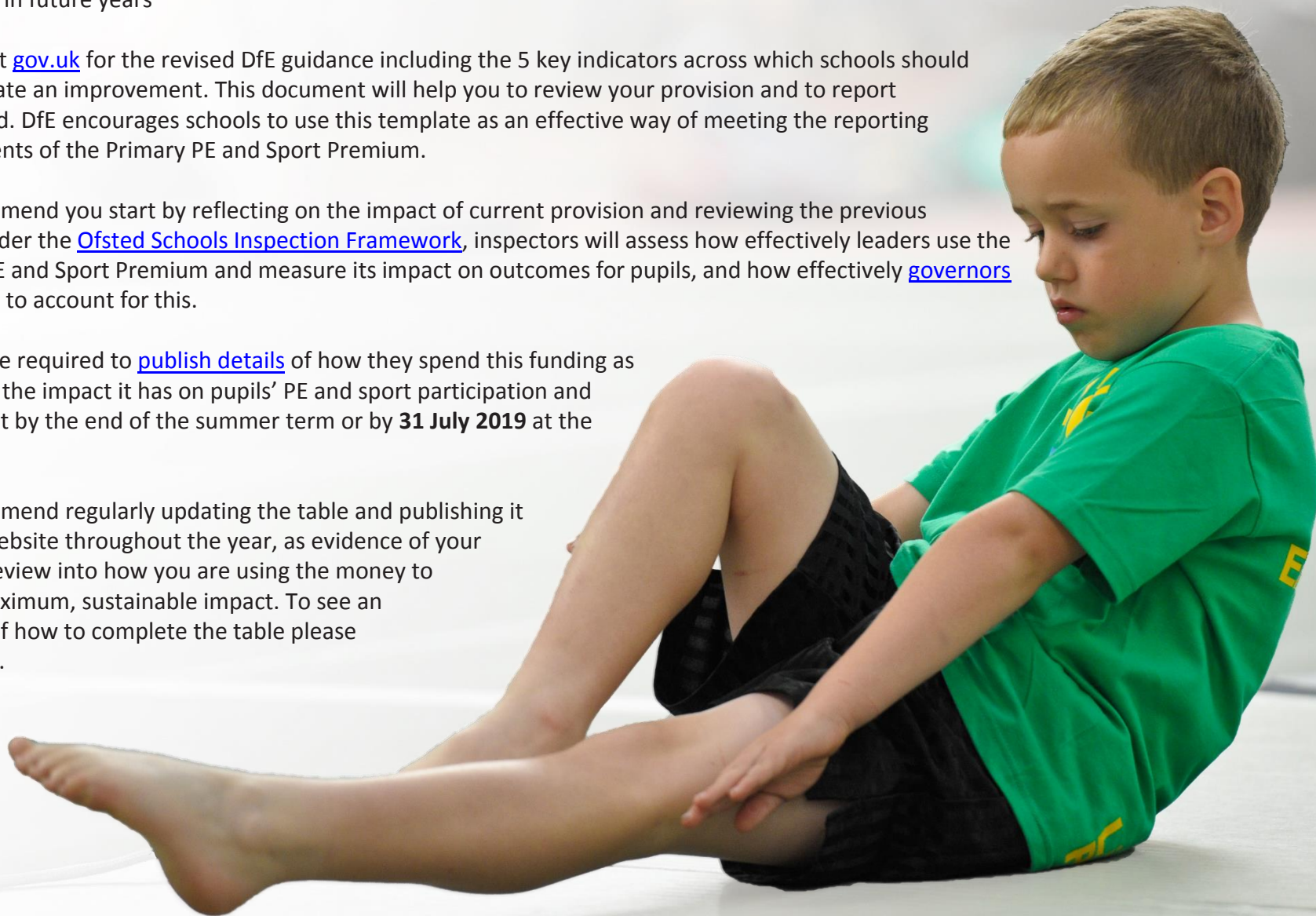
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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"> - P.E. lead is sufficiently trained – completed a P.E. lead course and initial swimming qualification, resulting in a new curriculum that is seeing an improvement in teaching and learning. Revised assessment system demonstrates progress and attainment across classes, year groups and phases. - Competition is implemented throughout the school and children engage in the school games – we achieve Gold consistently. - Lunchtime staff are more confident in delivering games - Lunchtimes are more active – improvements to the playground markings see more active games use - After school clubs run frequently and are well attended throughout the year 	<ul style="list-style-type: none"> - Wider staff understanding and confidence in P.E. and sport requires further development - Physical activity levels in classrooms need to be increased - The wider school curriculum has been developed but how healthy lifestyles (including the health benefits of physical activity) is taught in school requires a higher focus - Certain facilities in the playground require updating

Current Year 6 children attended swimming sessions when they were in Year 1 and Year 3. We have since changed this to a model, so that Year 3 and Year 5 attend swimming lessons.

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.	30%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	20%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30%
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: 2018/19		Total fund allocated: £19600		Date Updated: December 2019	
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:	
				5%	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To increase the activity levels of pupils whilst in the classroom leading to increased concentration					
<ul style="list-style-type: none">- Improve staff confidence to increase the activity levels of their class – children therefore become more active	<ul style="list-style-type: none">- Whole school training afternoon with a specialist in order to increase staff confidence and knowledge with regard to the importance of physical activity. <p>Aims of the training: Staff need to understand the current national situation with regard to obesity and inactivity in young people. Staff need to have a solid understanding of the health benefits physical activity provides for children. Staff understand their roles according to current government policies and</p>	£800 - £1000	<p>Evidence:</p> <p>Director of Sports gained a Level 5 qualification and delivered series of guidance and coaching sessions with individual teachers. Sports Coach delivered lessons alongside class teachers as part of the process in gaining the Level 5 qualification. Staff reported increased confidence levels re: delivering physical activity sessions. Behaviour logs showed overall decrease in behaviour incidents during the academic year.</p>	Delivery of sports and physical activity will be reviewed as part of wider curriculum review and remapping.	

	guidelines (such as 30:30). Develop ideas and confidence to implement strategies that can increase physical activity in the class.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils: Children have a greater understanding about how to lead a healthy lifestyle and to keep themselves active due to a more engaging and thorough curriculum.	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Improve the way healthy lifestyles and the role exercise plays in maintaining a healthy lifestyle is taught through the curriculum 	<ul style="list-style-type: none"> - Teachers and curriculum leaders to meet and form a team that can review how Healthy Lifestyle (including the role physical activity plays) is currently taught in the curriculum and begin to plan improvements and CPD that needs to be allocated - Staff CPD regarding healthy lifestyles and how it will be taught in school - planned training sessions - Investment in new resources 	£800 - £1000	A revised curriculum including appropriate activities across year groups has been established. This includes clear, precise subject knowledge and suggested activities to enable all teachers to deliver high quality PE.	Following a revision and rewriting of the school's wider curriculum, provision will continue to be developed through appointment of a new PE leader, following restructure. Additional support will be provided by a senior leader with expertise in physical education.

	that will enable delivery of the new curriculum			
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils to make expected progress in P.E. due to an improvement in teaching and learning made by the whole teaching body.				
<ul style="list-style-type: none"> - Improve sport coach's understanding of P.E. and Sport in school - Improve class teacher's confidence with teaching curriculum P.E. - Play co-ordinator does not have experience of delivering a gymnastics or dance club 	<ul style="list-style-type: none"> - The school's sports coach to complete Level 5 P.E. Specialism Qualification. The coach then to be deployed to work with teachers to develop their confidence with the subject. - Planned CPD time for sports team to implement an updated curriculum from the sports coach training - Specialist dance and gymnastics coach to work with the play leader in two clubs (KS1 and KS2) to develop play leaders confidence and knowledge 	<p>(free)</p> <p>(free)</p> <p>(£500 - £800)</p>	<p>Sports coach achieved a recognised (level 5) qualification.</p> <p>Dance and gymnastics specialist worked with play co-ordinator to improve expertise / confidence re: delivery of clubs</p>	<p>Play co-ordinator to work within renewed staff structure for continued delivery of sports clubs</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				86%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
An upgrade in the facilities in the playground (KS1 grass area/KS2 cage area) leading to a space that allows for more effective outside P.E. and Sport provision for all pupils.				
Additional achievements: <ul style="list-style-type: none"> - Current areas to be surveyed and plans for improvement to be developed 	<ul style="list-style-type: none"> - Outside organisations to visit the site and make recommendations on how the spaces can be improved – senior leaders in school to review and make a decision about where investment will be most effective. 	(Quotes still being gathered) - £16000 is an early estimation	Following recommendations from specialists, it was estimated that a greater level of funding will be required to develop the Multi Use Games Area (MUGA).	Once new areas are established, the Site Manager will maintain appropriately.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Record number of participation and engagement in competitive sport				
<ul style="list-style-type: none"> - Competition to be based around the new school house system - Competition to be embedded in the P.E. curriculum as well as the wider school 	<ul style="list-style-type: none"> - New house system implemented and linked to the competition calendar. - Achievements of the pupils to be celebrated 	None	School achieved Gold in the school games	A wide range of competitions took place and children's achievements were recognised.