



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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 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: |
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| <p>An increase in the number of pupils participating in competitive sports tournaments (96% pupils in Y1-Y6 participated in at least one inter-school tournament in 2016-17.</p> <p>Increased coaching opportunities for classes so that the skills of teachers are improved and children enjoy participating in sport. (Rugby, football, netball, tennis, cricket, tri-golf).</p> <p>86% KS2 pupils participated in after-school sports clubs during 2016-17.</p> <p>A wider variety of after-school sports clubs offered to pupils (new clubs to include archery and tennis)</p> <p>New equipment/resources for the effective teaching of P.E and also play equipment for play/lunch times (whole school tennis kit, skipping ropes, balls, racquets, table tennis, archery).</p> <p>Gold School Games Mark award in recognition of our sports provision.</p> | <p>Continue to specialist sports specialists to increase the profile of sport to appeal to a wider range of pupils.</p> <p>Create innovative /more structured ways to provide daily additional opportunities for 'Active 30'</p> <p>Continue to ensure all pupils are offered an opportunity to participate in competitive sports tournaments.</p> <p>Offer further training/CPD opportunities to upskill teaching staff.</p> <p>Continue to improve/replenish equipment/resources to enhance the effective teaching of P.E</p> |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
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| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> | <p>96.5%</p> |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | <p>93%</p> |

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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 65% |
| 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 |

*Schools may wish to provide this information in April, just before the publication deadline.

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: £16 000 | | Date Updated: 29/3/18 | |
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| 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: |
| | | | | | 52% |
| 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"> - Sports Leaders active play every week - Enhance playground resources to promote participation. - Weekly Freddy Fit sessions - Lunchtime football club weekly | <ul style="list-style-type: none"> - Member of staff to lead and develop the skills of the Y6 pupils so that a wide range of sporting/active and engaging activities can be provided each week. - Purchase new throwing and catching equipment, skipping ropes, table tennis kit. - Member of staff to lead sessions. - Invite pupils to partake in lunchtime football sessions | <ul style="list-style-type: none"> Tutor costs for Sports Leaders (£1469) Playground resources (£950) (£293) 3.5 hpw @ £20ph = £420 ½ term. Extra-curricular + | <ul style="list-style-type: none"> - All children participate in a weekly planned and organised whole school active playtime. Sports Leader sessions are followed up with awards in weekly assemblies. - New playtime zones, with active games and high participation. - Introduction of a table tennis rota where classes are allocated time to use the equipment. - ALL classes attend this wake up and shake up session weekly. - Weekly lunchtime football is ensuring more pupils have the | <ul style="list-style-type: none"> - Continue to embed the programme fully, with a view to make it biweekly. - Older KS2 pupils to help teachers and TAs set up new and exciting activities/games for the children to play using the equipment so that it refreshes pupils' interest frequently. - Lead member of staff to do a training session with teachers so that it can be adapted and used in the classrooms. - PE leader and SLT have noted the benefits of this lunchtime provision and | |

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| <ul style="list-style-type: none"> - Increase the extra-curricular sports offered to promote engagement in healthy lifestyle activities (including: football, netball, multi-skills, archery, tennis) | <ul style="list-style-type: none"> - Monitor and evaluate the number of pupils from KS1 and KS2 who take part in extra-curricular sports and identify most popular. - Pupil survey to understand the children's likes/dislikes. | <p>lunchtimes (£2730)</p> <p>Subsidise after-school provision to provide varied offer and improve accessibility (£2880)</p> | <p>opportunity to play a game with a professional coach refereeing. This has increased participation.</p> <ul style="list-style-type: none"> - Increased variety of sport related after school clubs. - Children are inspired by specialists which is leading to a greater uptake in sporting after school clubs. i.e. tennis club reached maximum capacity. | <p>aim to work on encouraging teaching staff to offer more sport related clubs during lunchtime so that a specialist coach does not need to be paid long-term.</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:

10%

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
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| <ul style="list-style-type: none"> - Celebration of achievements and participation in the whole assembly each week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to be involved. - Sports display boards to raise the profile of PE and Sport for all visitors and parents. - Role models – local sporting | <ul style="list-style-type: none"> - Achievements celebrated in assembly (notable achievements in lesson with a PE star of the week for each class, Sports Leaders certificates, Certificates and awards from events and sports from home shared) - Buy stationary/leaflets for display boards. - Ascertain which local | <p>(£700)</p> <p>(£700)</p> | <ul style="list-style-type: none"> - Key messages and the profile of PE in our school are shared with parents when they attend weekly celebration assemblies. - Display boards are full of important information. Pupils are keen to get involved. - More children are | <ul style="list-style-type: none"> - Include more sports club and community links |

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| <p>personalities so pupils can identify with success and aspire to be a local sporting hero.</p> <ul style="list-style-type: none"> - Prepare self-evaluation and apply for School Games Mark to recognize achievement in sports and raise profile | <p>personalities the pupils relate to and invite them into school.</p> <ul style="list-style-type: none"> - Sports coaches for after school clubs to inspire children and make them aware of local sporting events/incentives. - Release PE leader to meet SGO and complete self-evaluation | <p>(£200)</p> | <p>attending sporting after school clubs than in previous years. This is impacting positively on how successful the children are in a wider range of inter-school competitions.</p> <ul style="list-style-type: none"> - School achieves award and this is publicized through the community and social media | <ul style="list-style-type: none"> - Aim for continued Gold standard |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 8% |
| 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"> - In order to improve progress and achievement of all pupils, the focus is on up-skilling teaching staff (CPD courses) - Specialist coaches to teach model lessons in rugby, golf, netball and multi-skills. | <ul style="list-style-type: none"> - Subject Leader to attend whole day gymnastics training and then disseminate to other staff. - Ensure all teaching staff are provided with a list of CPD opportunities. - Staff meeting session devoted to up-skilling teachers. - Ensure that teachers spend time observing the specialists and reflect upon the impact of CPD. | (£1326) | <ul style="list-style-type: none"> - Staff confidence increased with new ideas for lesson planning. | <ul style="list-style-type: none"> - Whilst the funding continues, at least one teacher per terms will access CPD opportunities. - This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 13% |
| 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: Continue to offer a wider range of activities both within and outside the curriculum to get more pupils involved.</p> | <ul style="list-style-type: none"> - Pupil survey to ascertain what pupils would like. - Involve external coaches to work with staff and lead clubs. - Year 6 Netball residential weekend in June 2018. | (£2000) | <ul style="list-style-type: none"> - 2 new clubs that have not been offered to pupils before (tennis and archery) with maximum uptake. - Teaching staff involved in extra-curricular activities. | <ul style="list-style-type: none"> - Staff will work together and share good practice which will lead to more staff keen to get involved thus ensuring the extra activities will not only continue but there will be an expansion. |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: 17% |
| 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"> - Ensure every child from Y1-6 is offered, and timetabled, to take part in a competitive sport. | <ul style="list-style-type: none"> - Contribution to area sport co-ordinator to organize competitive inter-school competitions (employ part-time organizer with other area schools to arrange partnership tournaments) - Release teachers to accompany children; buses to transport to central venues. | <p>Co-ordinator salary (£1530)</p> <p>(£1250)</p> | <ul style="list-style-type: none"> - 11 tournaments entered to date | <ul style="list-style-type: none"> -Area sport co-ordinator to continue to create fixtures. -PE leader to arrange 'friendly' matches against other schools. |