



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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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 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>Trim track completed and regularly used by all pupils</p> <p>Inter school competitions took place in 11 sports : tennis, rounders, football, sportshall athletics, biathlon, indoor rowing, endball, netball, gymnastics, agility and magnificent 7.</p> <p>All inclusive activities attended ensuring PP and SEND pupils have access to inter school competitions/festivals(Magnificent 7/agility)</p> <p>Boccia and rounders courses attended.</p> <p>Initial meeting with CV Life to provide organised lunchtime activities held.</p> <p>Outside agency Engage provided mental health workshops and tag rugby sessions with Year 5 and 6 pupils.</p> <p>Silver Sports Mark applied for</p>	<p>Look at pupils recording laps completed over the year to see how far they have run/walked.</p> <p>Look at entering boccia and archery competitions for the less able pupils next year.</p> <p>See above</p> <p>See above.</p> <p>Continued discussions and employment of staff</p> <p>Explore Engage programmes for Years 3 and 4</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>	72%%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	97%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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?	Year 6 top up swimming (additional to curriculum coverage in Year 4)

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: £17,720 Total spend: £18,192	Date Updated: 29.7.19	
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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pupils regularly use the trim track at playtimes.</p> <p>Pupils to understand the need to lead a healthy active lifestyle.</p> <p>Pupils enjoy PE lessons.</p> <p>Pupils able to take part in physical activities at break, lunchtime and afterschool.</p> <p>Top up swimming lessons - Year 6</p>	<p>Pupils see the benefits of a healthy lifestyle.</p> <p>Pupils understand the effect that exercise has on the body.</p> <p>Pupils enjoy being physically active and are confident in participating.</p> <p>Ensure a range of activities and equipment are available for pupils to be physically active at break and lunchtime.</p> <p>Ensure that there are a range of activities/sports available afterschool and involve outside agencies.</p>	<p>Lunch activities + mile running track £7,505</p> <p>£1000</p>	<p>Trim track regularly used by all pupils</p> <p>Pupils noticeably more active using play ground equipment.</p> <p>Participation rates are high with few if any non participants.</p> <p>Playground staff to monitor. Discussions with CV Life ongoing</p> <p>After school clubs well attended. Evidence on registers. Figures including PP and SEND</p>	<p>Look at pupils recording their trim track distances over the year.</p> <p>Maintain and rotate equipment to ensure it is always available.</p> <p>Use CV Life employees to increase lunchtime activity.</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>Pupils to experience high quality PE lessons leading to a positive perception of physical activity. Healthy lifestyles promoted.</p> <p>Success in school games competitions celebrated in assemblies and parents informed through newsletters.</p> <p>Mental health issues discussed in Engage programme.</p>	<p>Creating a positive experience of physical activity leading to</p> <p>a) improved emotional well being</p> <p>b) improved behaviour</p> <p>c) increased attendance</p> <p>d) raised achievement.</p> <p>Pupils eager to attend competitions</p> <p>Photos shown in classrooms and on the PE noticeboard.</p> <p>Pupils understand mental health issues and how to access help.</p>	<p>£357 equipment</p>	<p>Participation rates in lessons very good.</p> <p>Participation rates in afterschool activities remains high.</p> <p>11 school games sports/activities attended.</p> <p>Engage programme used with Years 5 and 6. Classroom session followed by tag rugby session.</p>	<p>Use of the Active School Planner heat maps to highlight the activity levels of pupils throughout the school day.</p> <p>Boccia and archery to be entered next year.</p> <p>Look to extend session to Years 3 and 4 next 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:
<p>Pupils have more confident teachers who achieve higher quality teaching.</p> <p>Pupils experience differentiated activities suitable to their needs.</p>	<p>PE coordinator to work with staff to ensure confident and competent to teach a range of activities - resulting in higher quality learning.</p> <p>Information on available courses and coaching passed on to interested staff.</p>	<p>£7332</p>	<p>Staff gained knowledge and confidence particularly in gymnastics.</p> <p>Staff developed new ideas for warm ups and organising pupils during lessons.</p> <p>Boccia and rounders course attended.</p> <p>The children are able to have more PE lessons with increased quality of teaching.</p> <p>Pupils have learnt new skills, have a better vocabulary and are able to extend skills through after school clubs.</p>	<p>Ongoing CPD training required to maintain skills.</p> <p>Continue current team teaching with PE specialist to allow for further development.</p>
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:
<p>Pupils to be aware of and experience different sports and activities.</p>	<p>Provide a variety of sports/activities during PE lessons.</p> <p>Increase pupils understanding of available sports.</p>	<p>£678 BMX workshop</p> <p>£300 Quiddich workshop</p> <p>£720</p>	<p>Dance Club</p> <p>Football Club</p> <p>Gymnastics Club</p> <p>Fitness Club</p> <p>Multi skills club</p>	<p>Continue to use outside agencies to provide after school provision.</p>

	Provide information on local clubs and contact details. Lunchtime physical activity opportunities extended. Pupils to experience tag rugby.	Go Ape experience	Local club details can be found on the PE noticeboard. CV Life meetings held. Tag rugby introduced by Engage programme	CV Life employees used at lunchtime. Look to extend use of Engage programme to Years 3 and 4.
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:
Pupils have access to competitions within school. Pupils have access to interschool competitions.	Pupils to experience competitions both in and out of school. All pupils particularly PP and SEND pupils have access to school games activities.	£300 coaching	<u>Year 1</u> All pupils took part in an interschool agility competition. <u>Year 2</u> All pupils worked in lessons towards a gym competition which was attended by 10 pupils. <u>Year 4</u> a)All pupils worked towards and entered a Magnificent 7 Festival. b)All pupils worked towards an endball competition which was attended by 14 pupils. c)All pupils experienced tennis sessions and 4	Class teachers involved in preparing pupils so they are aware of the different activities and the likely dates.

			<p>attended an inter school competition.</p> <p>d)6 pupils attended a football competition.</p> <p><u>Year 6</u></p> <p>a) All pupils worked towards and entered the sportshall athletics competition.</p> <p>b) Pupils were given access to a rowing machine at lunchtime and 8 represented the school.</p> <p>c) Using swimming and quadkids data 8 pupils attended a biathlon competition.</p> <p>d)All pupils experienced tennis sessions and 4 represented the school.</p> <p>e) All pupils experienced rounders games and 13 represented the school</p>	
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