



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:
<ul style="list-style-type: none"> • Significantly raised profile of PE and Sport across the school, leading to a greater awareness of the importance of keeping healthy. • Children show great keenness as sports people and enjoy the range of sporting activities on offer. • Children are keen to take part in competitive events, with more children volunteering and reporting back positively after the experience. • A greater range of PE and sporting activities on offer to children, both as part of the curriculum and as a school club. This is increasing confidence and enthusiasm. • Increased offer of after school clubs across a range of sporting activities. • Parents are positive about sport in the school and keen for their children to take part in a range of events. • All children in Year 6 have achieved the 25 metres target. 	<ul style="list-style-type: none"> • Pursue running track on school field to ensure sustainability, creating an all-weather (£11000). • Introduce more 'Sports' Days' and Sport Heroes throughout the year following suit from Sport Relief, e.g. a cycle day, skipping day etc • Develop 'Sporting Values' in line with our values-based education approach. Staff will work together to share good practice. • Develop an audit to show and share areas of sporting and PE expertise with a view to cross-school teaching. • The school to be no longer dependent on experts coming in to teach PE and Sports as staff are more confident and able. • Invest in whole school scheme for sports to give staff a supportive framework for developing their own skills and those of the children. • Invest in sport kit for staff and a set of 'spare' kit for pupils. • Continue to find ways to engage less confident children in a range of in-school clubs. • Continue to offer a range of diverse sporting opportunities. • Continue to arrange inter-school friendly competitions. • Where appropriate, SEND funding will be allocated to non-swimmers.

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?	100%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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?	Yes- KS1 swimming for 10 weeks during the summer term, plus additional for children who did not meet 25 Metre target by the end of the autumn term.

*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: £8000		Date Updated: 28 March 2018	
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:
					12.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Introduce activities during the school day to ensure more pupils are engaged in regular physical activity.	<ul style="list-style-type: none"> Lunchtime running club three times a week- 30% whole school participation. Outdoor activities provided for break times, including skipping ropes, a range of balls and targets. Table tennis option as an indoor wet weather activity. Some one-off sport days. Lunchtime supervisors encourage active participation. 	£1000 to provide staff cover to lead these sessions.	<ul style="list-style-type: none"> Improved health and fitness of children. All children participate in whole school sporting days. All children engage in physical activity at breaktimes, on the playground or the field. All children have a minimum of two hours of sport and PE activity each week, plus outdoor activities including Forest School. Nearly all children took part in a sports club/after school activity during the year and fewer children missing PE. <p>Wider impact as a result of the above:</p> <ul style="list-style-type: none"> Very low level of playground disputes. Opportunities for high level engagement in a range of activities mean that pupils have a lot of 	<ul style="list-style-type: none"> Pursue running track on school field to ensure sustainability, creating an all-weather (£11000). Introduce more 'Sports' Days' throughout the year following suit from Sport Relief, e.g. a cycle day, skipping day etc. 	

			choice and new friendships can be made through play.	
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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: 15%
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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"> Celebration assembly each week enables the whole school to be aware of the importance of PE and sport and encourages all pupils to become involved. Parents can see sporting events through class dojo. Appointment of TA sport coordinator to work alongside the sport leader to organise matches and tournaments and to keep profile of sport in the school high. 	<ul style="list-style-type: none"> Match results and reports are shared in assemblies, newsletters and local magazine; good sportsmanship is praised and rewarded. Assistant Head teacher and Head attended Conference for an update on Sports Premium Funding 	£1200	<ul style="list-style-type: none"> Purchase PE Kit so that all children can partake at all times. It will also serve as smart kit for representing the school at matches. Sporting activities and achievements are celebrated across the school. Increase in newsletter articles and posts for parents and community with a sports theme – appreciated by parents. Use new school Facebook account to raise the profile of sports across the school. 	<ul style="list-style-type: none"> PE Kit will last throughout the years, although some will need to be updated and replaced during this time (approx. £800). Engagement with an Olympic sports person to visit the school and lead a sports afternoon. This will also engage parents and the local community. Use new school Facebook account to raise the profile of sports across the school. Develop Values for Sport as an extension

<ul style="list-style-type: none"> PE and sport display in corridor to raise the profile of sport and PE for all pupils, parents and visitors. 	<ul style="list-style-type: none"> Ensure it is regularly updated and changed to keep it relevant. 		<ul style="list-style-type: none"> Displays are attractive and illustrate a range of sporting and PE activities and achievements across the school. 	<p>of our values-based education approach.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2000	Evidence and impact:	Sustainability and suggested next steps:
<p>One Teaching Assistant has now been appointed as assistant sports leader.</p> <p>All staff have had the opportunity to work alongside professional coaches to develop their skills in a range of sports.</p>	<ul style="list-style-type: none"> • Baseline so that impact can be measured over time with more clarity. • Staff all have opportunity to work with and learn from a range of sport coaches, including multi-skills, tennis, swimming and rugby. Staff are exploring co-leading these sessions using knowledge gained. 		<ul style="list-style-type: none"> • Better subject knowledge for teachers and TAs to take an active role in lessons. • After meeting with the PE & School Sport Development Manager, new sport leader has increased confidence and subject skills to lead professional learning for all staff. <p>Wider impact as a result of the above:</p> <ul style="list-style-type: none"> • Pupils and staff are very keen to take part in sport and demonstrate a real desire to take part in and improve in sport. • Three pupils who used to not want to participate now do so with enjoyment. • Continued increase of teachers' confidence in delivering a range of sports lessons. CPD for new staff to support the delivery of high quality PE; PE coordinator & class teachers worked together to plan and deliver a diverse Physical Education curriculum, thus ensuring 	<ul style="list-style-type: none"> • Staff will work together to share good practice. • Develop an audit to show and share areas of sporting and PE expertise with a view to cross-school teaching. • The school to be no longer dependent on experts coming in to teach PE and Sports as staff are more confident and able. • Invest in whole school scheme for sports to give staff a supportive framework for developing their own skills and those of the children. • Invest in sport kit for staff.

			high quality PE lessons.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2000	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer a wide range of activities both within and outside the curriculum in order to get pupils more involved. Focus particularly on those who do not take up additional sport and PE opportunities.	<ul style="list-style-type: none"> • Good range of sporting opportunities available to children so that over the course of a full year they experience: multi-skills, swimming, football, netball, hockey, rugby, tennis, cricket, athletics and dance. 		<ul style="list-style-type: none"> • 94%% of children at Key Stages 1 & 2 attended a FREE sports club. • Improved standard in provision and therefore in teaching and learning in these sports in curriculum time. • Girls and boys are keen to participate and pupils cite PE and Sports as one of their favourite curriculum areas (see pupil questionnaire 2017). <p>Wider impact as a result of the above: Pupils and staff are very keen to take part in sport and demonstrate a real desire to take part in and improve in sport</p>	<ul style="list-style-type: none"> • Continue to find ways to engage less confident children in a range of in-school clubs. • Continue to offer a range of diverse sporting opportunities.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2000	Evidence and impact:	Sustainability and suggested next steps:
<p>School sports' days have a competitive element. Teams enter into an increasingly wide range of competitions against schools locally and countywide. Increased participation is boosted by our strong after school clubs for netball, football, cricket, rounders, rugby, dance and athletics.</p>	<ul style="list-style-type: none"> • Cross-country competition • Tag Fest • Team Challenge • Individual pupils take part in out of school dance competitions which school supports. 	<p>: £2000</p>	<ul style="list-style-type: none"> • Increased motivation to take part in competitive sport with a • More boys are taking part in netball. • Majority of KS1 & 2 pupils took part in inter school competitive games during the year. • KS1 children are taking part in after school clubs for dance, cricket and rugby and this will prepare them for being part of a team in KS2. • Good parental engagement with parents attending matches as supporters and helping with transport to games. Increased parental support at sporting events mirrors the increase in pupils attending competitions. • PE funding helped to pay for transport costs to the above activities, supply cover and match costs as well as membership to lead bodies. • School participating in more sports competitions, including Tag Rugby Competitions, KS2 Rural Netball and Football Competitions, Kwik Cricket, 	<ul style="list-style-type: none"> • Next term's offer includes cricket coaching and athletics coaching for pupils both within the school day and through after school clubs. This will help to prepare and motivate children to engage in competitive sport. • Continue to arrange inter-school friendly competitions.

			<p>Cross Country, Mini-Tennis, Multi- Sports, School Games events, inter school events and KS1 festivals</p> <p>Wider impact as a result of the above:</p> <ul style="list-style-type: none"> • Pupils and staff are very keen to take part in sport and demonstrate a real desire to take part in and improve in sport. • Increase in personal levels of fitness and expectations of themselves as sporting children. • Increased personal resilience shown in individuals as a result of personal sporting endeavor which impacts on pupils' engagement with learning, self-esteem and mental health as well as overall physical health. 	
<p>Other indicator identified by school: Additional swimming</p> <p>To ensure all swimmers achieve 25 metres by the end of year 6 thus meeting the statutory requirements of the national curriculum for PE.</p> <p>All pupils can perform safe self-</p>	<ul style="list-style-type: none"> • Ensure any Y6 who has not achieved 25 metres by the end of the autumn term is offered free additional swimming lessons throughout the year. 		<ul style="list-style-type: none"> • 100% pupils can swim 25 metres at Year 6. • 94% of pupils can perform safe self rescue. 	<ul style="list-style-type: none"> • Where appropriate, SEND funding will be allocated to non-swimmers. • The teachers will work together to ensure all staff involved are confident and secure in

rescue over a varied distance so they are confident and safe in water.				teaching swimming.
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