



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:
<p>There is a wider range of sporting activities offered at lunchtime through learning mentors and the specialist teacher e.g. hockey, football and basketball.</p> <p>Dedicated programme of staff development through modelled lessons by specialist teacher.</p> <p>Opportunities to take part in competitive sport developed through school football teams and coaching.</p> <p>Increased the number of children swimming across the school</p> <p>Alternative after school clubs provided including fitness and netball</p>	<p>Increase the percentages of children reaching national curriculum requirements for swimming and water safety through additional swimming lessons in KS2.</p> <p>Increase percentage of children who can perform safe self-rescue.</p>

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?	55% can swim
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	48% strokes
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	17% rescues

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
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*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: 2018/19	Total fund allocated: £19,000	Date Updated: July 2019		
<p>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</p>				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Widen the range of physical activities available at lunchbreak.	Learning mentors and P.E. specialist to lead organised games at lunchtime such as football, basketball, hockey etc.	£6,500	Higher percentage of children are engaged in purposeful games and physical activity daily.	Investigate feasibility and costs of rolling this out to include break time games.
	Run girls football afterschool club to raise participation of girls in the sport	No funding allocation	More girls are taking part in physical activity at lunchtime.	Increase range of activities offered at lunchtimes.
Offer additional opportunities for physical activity at the end of the school day.	Football, taekwondo, netball and hockey and cricket clubs set up for various year groups across school	No funding allocation	Clubs are very popular-most are oversubscribed.	Monitor take up of clubs to ensure they are accessible to all children across school in a range of year groups
Ensure all children have 2 PE sessions a week	Review timetables to ensure each class has allocated time for P.E. twice a week, one with a PE teacher	No funding allocation	Each class has 2 sessions of P.E. a week now. One taught by the specialist P.E. teacher and one by the class teacher.	Continue to ensure 2 sessions of P.E. are planned into timetables.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Raise profile of sports and being active and healthy	<p>Specialist teacher employed to raise profile of P.E. and sport among staff, children and families.</p> <p>School football team entered into local league. Results promoted in assemblies/ newsletters etc.</p> <p>Healthy lunchbox parent workshops in nursery.</p> <p>Teacher identified to plan and coordinate school participation in Sport Relief.</p>	<p>Part of £10,000 funding allocation.</p> <p>Part of £2500 funding allocation for football team coaching and competitions.</p> <p>No funding cost</p> <p>No funding cost.</p>	<p>Children developing skills and understanding of the PE national curriculum</p> <p>Children are very enthused about football team. Extra training sessions have had to be introduced to meet interest and the participation in the team has become an effective behavior strategy for some children. Girls football team introduced.</p> <p>Healthier choices are now being included in the majority of children's lunchboxes in Nursery.</p> <p>Higher profile for the event. Increased rates of participation across the school.</p>	<p>Sustainability of a specialist teacher will depend on funding.</p> <p>Enter girls football team into competitions/ league</p> <p>Compete with other sports in school leagues</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase confidence in teachers delivering quality PE lessons	Continue with specialist P.E. teacher to model one lesson a week for class teachers.	Part of £10,000 funding allocation	Increased range of games being taught by teachers.	Sustainability of specialist teacher is dependent on funding.
Year plan of PE curriculum mapped out to ensure coverage of all areas	Follow plan to build skills throughout school in a carousel effect revisiting and improving with each year group year on year		Sustained learning of certain skills and sports means increased engagement and opportunity to develop and refine.	Next steps: Align with teachers PE teaching to ensure opportunities for application of skills.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Increase range of sports activities offered to all pupils	Specialist PE teacher New range of clubs planned to ensure breadth of coverage Cycling proficiency club for year 5	Part of £10,000 funding allocation Part of £2500 allocation	Children have had access to learning new sports. Children have the opportunity to take part in new activities. Club membership changed every term to allow different children to experience. More children are active. A higher percentage of children are able to cycle.	Monitor take up of clubs and consider allocation of funding to allow children from lower income backgrounds to access.
Key indicator 5: Increased participation in competitive sport				

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase opportunities to participate in competitive sport.	Girls football club and other sports set up and entered into local league. Links set up with local school for competitive matches	Part of £2500 funding allocation for football team coaching and competitions. No funding allocation	Children are very enthused about football team. Extra training sessions have had to be introduced to meet interest and the participation in the team has become an effective behavior strategy for some children. This is in its infancy. Continue monitoring for impact as the number of matches increases.	Current provision is sustainable and has the potential to grow through strengthening links with local schools. Next steps are to look at develop links across Communitas group of schools for tournaments.