



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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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](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. 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"> • Use of a sports coach to deliver lessons with teaching assistants that has been improving and up-skilling our support staff. • Year 6 students passing Level 2 road safety with Bikeability • Behaviour has significantly improved at break and lunchtimes with the introduction of goal posts. Behaviour logs have reduced by 47% when compared to this time last year. • Increased physical activity during break and lunchtimes for many students. • Participation rate and success in external sporting events. • Link to Local Sports Partnership (PASS) 	<ul style="list-style-type: none"> • Need to increase number of students that are moving from primary to secondary that can swim 25 m or more. • Need to increase number of KS2 students that can achieve all areas of the N.C with regards to swimming. • Need to increase the number of students that cycle to school. Currently just 5%. • Need to promote the success of sport more regularly throughout school. Use of displays etc.

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	16.7 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0 %
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. Swim coaches teach activities that reduce anxiety for our students.

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: £12,930	Date Updated: 24 th 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: 21.7 %
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
During breaks and lunch give all students the opportunity for sporting / physical activity. Ensure that this is constructive and that a range of activities are available for all.	Additional members of staff on duty during break and lunch times to supervise physical activities throughout year.	£2000		School needs to employment a new sports apprentice as the contract of current apprentice comes to an end.
	Purchase goal posts for secondary playground.	£150	TA and Sport apprentice work together to ensure many of our pupils have active breaks and lunchtimes.	More staff to be up-skilled in dealing with sports activities.
	Purchase Basketball stand/hoop for primary playground.	£150	87% of students are engaging with physical activity either during break or lunchtime.	Sports apprentice needs to continue to up-skill any TA involved in the sports hall activities.
	Purchase tennis balls and leather football.	£100	Students are settled well after lunch for the next lesson/ DEAR time activity.	Next Step: Rotate Teaching assistance so that all staff become confident in leading physical activities are break and lunchtimes.
	Deploy members of staff that have sport qualifications into the sports hall during break and lunch to ensure activities are ongoing throughout the year.	£400	There has been a 9% increase in participation of PE lessons since break and lunch activities started in Term 2.	Next Step: To have concreted in goal posts and sports activity wall on the playgrounds.

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:
				17 %
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Create house groups within school and then to have inter-house competitions at the end of every term.</p> <p>To promote the importance of PE and sport and to encourage and inspire all students.</p> <p>Every Friday morning to have a celebration assembly to increase the importance placed upon PE and sport.</p> <p>Increase participation in external sports competitions.</p> <p>Use of an inspirational speaker that has a sporting background.</p>	<p>PE teacher to organise activities. PE teacher to purchase termly prizes and trophies for students.</p> <p>Purchase certificates throughout the year and purchase overall inter-house main trophy.</p> <p>Allow for cover, cost of a driver, support for the trips and petrol.</p> <p>Mark Foster (GB Swimmer) to be hired</p>	<p>£500</p> <p>£300</p> <p>£1000</p> <p>£400</p>	<p>All students have taken part in inter-house competition.</p> <p>Many students have picked up awards from a range of physical activities. Students are very proud to be part on the assemblies and confidence for many has increased.</p> <p>The uptake of those taking part in afterschool clubs within school compared to last year is 67%</p> <p>15 sporting events have been attended by 38 different children within the academic year.</p> <p>2 KS2 students joined a swimming club</p>	<p>Next Steps: Need to purchase more notices board that allows for the promotion of sporting achievements.</p> <p>Increase the sporting photos around school. Onto canvas and enlarged.</p> <p>Information to include fixtures and results to be organised and updated by PE teacher.</p> <p>SLT continue to drive the promotion of sport through the use of the school improvement plan and governance.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				31.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Hire a PE coach to lead sporting activities with Primary students. It is essential that during the hiring that TA's are involved and raising their confidence to support and eventually lead sessions.	<p>Contact independent PE coach 'Elite Primary Coaching' (Dean Lowden) and arrange for hire for 3 days per week.</p> <p>Timetable lessons to coincide with agreed dates with PE coach.</p> <p>All TA's to attend their central class PE lessons and to support and learn about leading sporting activities.</p>	£4100	<p>Some TA's have taken a leading role in the absence of the PE coach. For example, balance lessons and throwing accuracy.</p> <p>All TA's have gained increased confidence when undertaking/involved in physical activity lessons. Ta's are able to give constructive feedback to students about their progress and contribution to each lesson.</p> <p>The use of a PE coach ensure 96% of our KS2 students engage fully with their PE lessons.</p>	<p>Now that TA's have confidence in dealing with physical activities SLT need to target some staff to complete specific qualifications as part of their performance management. For example, level 2 gymnastics course.</p> <p>Such a plan would lead to sustainability across the school if the sports premium ceased to exist. Implications related to cover arrangements and time out of school for some staff.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Horse riding sessions every week for students that would never be able to access this activity.</p> <p>Continue to offer wide range of activities to get more students involved.</p> <p>Enter local school competitions and events. Use students that are not normally considered as sporting.</p>	<p>Organise weekly (2 sessions) with local provider and ensure it is run throughout the year for those students that do not engage with sport regularly.</p> <p>Offsite sports and up-skilling staff Swimming lessons timetabled</p> <p>Link to Local Sports Partnership PASS</p>	<p>£780</p> <p>£1500</p> <p>£200</p>	<p>18 students benefit from horse riding who would not normally do sports.</p> <p>Increased number of staff involved in enrichment sport on Friday afternoons and also more staff involved in afterschool sports/physical activity clubs.</p> <p>Success in local sporting events.</p>	<p>Increase the number of sports clubs further i.e. dance clubs, cycle club etc.</p> <p>The school does not have to depend on external providers with increased knowledge and confidence internally.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10.3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Use the PE apprentice to promote and engage more girls in sports within school. A particular focus with those that disaffected by setting up a girls club during enrichment time (Friday afternoons)	Decide what staff are to work alongside the Sports Apprentice every week throughout the year. Arrange friendly competitions using the schools partnership (PASS). Trips to sporting events.	£1330	8 Girls involved in sport that were disengaged last year. During PE lessons, girls are likely to participate. Girls are achieving sporting awards in assembly and being recognized for their increased efforts. There have been 2 competitive events against other schools whereby girls have been involved.	For staff that attend 'girls club' to gain recognized sporting qualifications. This is to enable staff to attend events without the use of an expert thus reducing costs.