



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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TRUST

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:
<ul style="list-style-type: none"> • Awarded School Games Gold award in 2017/18. • Increased range and amount of equipment and sports kits (<i>football kit, sports coach jumpers, dance t-shirts</i>). • The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles. • The profile of PE and sport being raised across the school as a tool for whole school improvement. • Broader experience of a range of sports and activities offered to all pupils. • Increased participation in competitive sport resulting in more success being experienced by all. • All pupils have 2 hours of PE a week. • PE lessons encompass the different areas of the National Curriculum. • Playground Leaders help lead activities during lunchtimes. • Year 6 Sport Leaders run multi-skill lunchtime clubs for KS1. • Change 4 Life team work with less active pupils identified and to be offered outdoor activities during break times. 	<ul style="list-style-type: none"> • To further develop Leadership roles amongst pupils to include PE lessons & extra-curriculum clubs. • To ensure consistently good or better PE lessons across the school. • Introduce a usable assessment scheme for all staff to use in PE lessons. • Outdoor storage of PE equipment. • Continued development of staff subject knowledge and delivery of high quality PE lessons. • Increase the range and number of sports clubs. • Increase the number and range of competitive opportunities. • Increase the amount of physical activity children receive per day. • Include more targeted support for key groups of children.
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?	97%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	90%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	100%
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

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: £17,436	Date Updated: 11 th May 2019		
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: 40.1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To provide a safe and useful environment for the children to participate in physical activities.</p> <p>Daily Fitness Intervention via Active Playtimes.</p> <p>Aims: Improve stamina. Improve concentration. Provide a break from academic based lessons. Relieve stress.</p> <p>All pupils have 2 hours of PE a week.</p> <p>PE lessons encompass the different areas of the National Curriculum.</p> <p>Playground Leaders help lead activities during lunchtimes.</p>	<p>Sports Court needs to be remarked. Sports field needs to be remarked and hedges need to be cut back. All classes will have the chance to take part in Active Playtimes as set out by the playtime rota. Continue to provide CPD for staff on different fitness/ intervention activities. Membership to the PE HUB needs to be attained to greatly improve the quality of teaching. DJ to monitor a range of children across the Key Stages to monitor improvements in their stamina and endurance levels. Leaders to be identified by application. Ensure they are supervised by playtime and lunch time supervisors. Training led by DJ. Teacher to timetable PE into their week. Years 3, 4 and 5 to have swimming lessons. PE Coordinator to have an annual PE plan of all year groups. Teachers to offer a range of PE lessons. PE Coordinator to have meeting with Staff/SLT to discuss how the year has gone and what needs to be done in the future. PE equipment needs to be replenished and kept safe and up to date for the successful delivery of PE lessons.</p>	<p>£7,000</p>	<p>Evidence: Children will be able to experience success in a much safer and practical environment. Ongoing attendance at lunchtime and feedback from dinner ladies. Diary of fitness interventions, Photographs, Facebook, School website, CPD log. PE evident in Timetables. Annual PE plan – held by subject coordinator</p> <p>Impact: DJ provided CPD for staff on how to vary and deliver fitness-based activities. Membership to the PE HUB has greatly improved the quality of PE lessons. Staff delivering a range of fitness interventions. Hopefully children will have experienced and learnt the main benefits of physical education and living a healthy life. Activity is more of a part of school life and is viewed as fun and part of a healthy lifestyle.</p>	<p>All sports area's need to be maintained on a regular basis.</p> <p>Develop active Pedagogy – teachers to gain practical ideas on how to make classroom activities more active.</p> <p>School Council members to discuss & formulate a questionnaire regarding PE & Sport. Completed Summer 2019. Questionnaires in PE folder.</p> <p>Ensure all leaders have support from Staff members. Regular meetings with sports Leaders and PE coordinator. 'Job description' for next year's sports Leaders & application process introduced. Increase numbers for next year & training via Highfields.</p>

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:
				14.3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improved stamina and concentration due to increased fitness levels.</p> <p>Improved resilience, team work and problem-solving skills through delivery of OAA.</p> <p>Improved behaviour through role models, representing the school team and reinforcement of key character values during lessons.</p>	<p>Monitor stamina levels of key children in different year groups.</p> <p>Monitor and assist with the Daily Intervention Programme.</p> <p>Celebrate achievements in assemblies, on notice boards and through social media.</p> <p>Promote positive role models for involvement in sport either as a performer, official or coach.</p> <p>Sports Camera to be purchased to aid the promotion of PE.</p>	<p>£2500</p>	<p>Evidence: Notice board, website/ social media Whole School Improvement document</p> <p>Impact: Sports Council in place to discuss key issues relating to PE, Sports Day and School Games Day. Celebrate achievements, success and participation – increased self-confidence, increased status (individual and sport) Children aware of clubs, competitions & achievements. Children excited and eager to join in with PE and extra-curricular. Increase in the number of pupils attending after school activities and engaging in competitive opportunities. Improved behaviour and attitudes to learning demonstrated in PE lessons.</p>	<p>Monitor behaviour patterns in more detail of key children and key groups who attend competitions and clubs.</p> <p>Develop lunchtime programme and target key children (inactive) within this programme.</p> <p>Greater emphasis on key character values during PE lessons.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Consistently deliver high quality PE lessons across both Key Stages and in different activity areas so that children are making the required or better progress.	<p>CPD for all staff involved in teaching PE, with a particular emphasis on the delivery of Dance and Gymnastics.</p> <p>Constantly update resources/facilities to help in the successful delivery of PE lessons.</p> <p>Become a member of the PE HUB to help staff with their planning and delivery of lessons.</p>	£1700	<p>Evidence: Lesson observations.</p> <p>Impact: Staff confidence, knowledge and delivery improved in a range of activities. Lessons progressed from team teaching to solo teaching due to improved delivery.</p> <p>More pupil progress evident in lessons. All children are achieving or exceeding their targets.</p> <p>Higher levels of engagement and enjoyment from children.</p>	<p>Staff continue to deliver PE curriculum next academic year.</p> <p>Focus on other sporting areas with teachers such as Athletics and OAA.</p> <p>Funding will allow for on-going CPD throughout the year with the three main PE teachers.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				31.5%
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"> • Allow all primary pupils to experience dance and gymnastics that support their sensory needs. • Through Active Playtimes Y6 now experience activities that are involved in being a Sports Leader. • Change 4 Life Team will offer clubs to the less active children. • Netball and Outdoor Adventurous Activities are being introduced to KS2. • PE Skills is being introduced to the whole school as a way of giving the pupils a new and exciting way to experience PE. • More clubs after school are now on offer to broaden the experience of the pupils. Children will be given the opportunity to experience new and existing sports in a different environment by promoting after school clubs and local sporting clubs. 	<p>Active playtimes led by the PE Coordinator will be held during lunch times to give all children the chance to experience new sports.</p> <p>Local schools need to be contacted to arrange extra sporting fixtures/tournaments.</p> <p>Contact details need to be created for local clubs. These details need to be checked and the various clubs will be offered to come in to offer taster sessions.</p> <p>PE Skills training to be completed and introduced to staff.</p> <p>Netball training to be completed and the rules of High 5 Netball to be shared with KS2.</p> <p>A Unit of Work for Orienteering and Outdoor Adventurous Activities needs to be put in place and resources ordered.</p> <p>Change 4 Life Team and the Sports Coordinator will be trained to offer clubs to the less active children.</p> <p>To keep all the new resources safe new storage needs to be put in place in the form of a shed</p>	<p>£5500</p>	<p>Evidence: Registers, photographs, Facebook, teacher feedback on key children.</p> <ul style="list-style-type: none"> • Course feedback. • Lesson observations. • Feedback from children. <p>Impact:</p> <ul style="list-style-type: none"> • More children getting involved in sport due to their being a wider variety. • Specific clubs that cater for lower ability children that are less active. These children have shown an improvement in confidence. • Children showing better behaviour during break and lunch times as their knowledge has improved in many sports they are able to govern their own games. • From the introduction of these new sports/activities PE will become more enjoyable for the children and provide them with more opportunities to perform in competitions both in and out of the school. 	<p>Taster sessions to encourage new members.</p> <p>All these new activities after considering feedback will be made permanent in the PE Curriculum.</p> <ul style="list-style-type: none"> • The new competitions that are entered due to these new activities will enhance the importance of them being taught.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>House sporting events will be held for all members of KS1 and KS2. From these House sporting events children will then be given the opportunity to represent the school in various sporting competitions.</p> <p>In a normal PE lesson the children will also experience competitive sport by following the School Games rules for the different sports. (Intra Sport)</p> <p>More competitions will be entered against other schools.</p>	<ul style="list-style-type: none"> To try and provide an increased range of competitive sporting opportunities throughout the academic year for pupils to participate in Level 2 competitions (includes entry fees, transport costs and release time for the PE teacher). A School PE noticeboard needs to be put in place together with a trophy cabinet. 	<p>£1100</p>	<p>Evidence: • PE in the newsletters. • Photo galleries on school website. • School Games display board. • Sports participation registers. • School social media. • Celebration Assemblies. • Increased knowledge and skill levels in all sports, especially invasion games.</p> <p>Impact: • Growth Mindsets - all children have shown an improved attitude even when losing. They have shown resilience and good sportsmanship. • Improved behaviour in class room and at break times.</p>	<ul style="list-style-type: none"> Continue developing partnership with the Highfields Cluster and Rural Derbyshire School Sport Partnership. During PE lessons time needs to be used to play competitive sport. Sustain team training. Increase pupil's resilience to losing and learning the importance of being part of a team by linking with PSHE teaching.