



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

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 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](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 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"> • Staff CPD through team teaching with specialist teacher • PE Coordinator regularly attends PSSA meetings • Gross and Fine motor intervention groups in place • All Key stages have a long term plan based on teaching of skills • Active classroom philosophy utilised within Foundation and Key Stage 1 • An increase in the number of competitions attended by our children throughout the year • Silver Kite Mark awarded 	<ul style="list-style-type: none"> • Swimming provision to be extended • Increase opportunities for inter and intra sport competitions for all Key stages • Assessment procedure to be used by all staff • Improved active classroom philosophy across the whole of school • Daily mile to be implemented • Increase in sports clubs on offer

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	20 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	35%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	48%
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/ No

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: 2019/20	Total fund allocated: £18,320	Date Updated:		
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:	
			38%	
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"> Daily Mile to be embedded into school day to improve children's fitness and concentration Active classroom philosophy utilised across school Increased extra-curricular activities Specialist Teacher focusing on SEMH of pupils 	<p>Whole school to run for 15 mins daily</p> <p>Practical activity and approaches to classroom based activities</p> <p>Increased opportunities focusing on the more identified vulnerable children</p> <p>Increased confidence and reduced stress levels so children feel more able to participate in extra-curricular activities and to be able to cope better with emotions related to working in a team, winning, losing, building resilience. Children to be given a range of techniques to cope with reducing anxiety levels</p>	<p>No cost</p> <p>No cost</p> <p>£7000</p>	<p>Improved levels of fitness, stamina and academic attainment due to increased focus and concentration</p> <p>Regular movement to help children's focus and concentration levels between tasks</p> <p>More children esp PP, SEND and those identified as vulnerable participate in more extra-curricular activities</p> <p>Those children identified as vulnerable will be targeted to encourage attendance at clubs, during PE and at competitions.</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:	
			38%	

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"> Use of Sports Specialist to work alongside PE Coordinator to plan a school focus Use of a specialist Sport Teacher 	<ul style="list-style-type: none"> Comprehensive plan in place moving the school forwards and improving PE and Sport provision Work alongside staff to ensure good quality PE is being taught Focused intervention groups to improve fine and gross motor development After school clubs and dinner time clubs will increase 	<p>£150</p> <p>£7000</p>	<p>PE Coordinator with a clear plan to implement over the year.</p> <p>Increased staff confidence in delivering PE. Improved planning and assessment. Children making good or better progress</p> <p>Children's fine motor and gross motor skills improve and that increases academic attainment through sitting better, concentrating more, improved handwriting etc..</p> <p>A higher proportion of children experience a wider range of sports. They become more likely to make a competition team. Their fitness improves.</p>	
<ul style="list-style-type: none"> Attendance at School games Competitions 	<ul style="list-style-type: none"> Pupils provided with different experiences and opportunities to work as a team and compete against others 	<p>£45 GSFL entry</p> <p>£1000 supply cost and travel expenses</p>	<p>All year groups take part in at least one competition in which they have had to train for .</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:
				%
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"> Use of a specialist sports teacher (as above) 	<ul style="list-style-type: none"> Work alongside staff to ensure good quality PE is being taught Focused intervention groups to improve fine and gross motor development After school clubs and dinner time clubs will increase 	£7000	<p>Increased staff confidence in delivering PE. Improved planning and assessment. Children making good or better progress</p> <p>Children's fine motor and gross motor skills improve and that increases academic attainment through sitting better, concentrating more, improved handwriting etc..</p> <p>A higher proportion of children experience a wider range of sports. They become more likely to make a competition team. Their fitness improves.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19%
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"> Yoga Table Tennis Boccia 	<p>Engagement during extra-curricular activity-classroom opportunities</p> <p>Engagement during extra-curricular activity</p> <p>Opportunities for SEND children to enter competitions inter and intra.</p>	£3125	<p>An holistic approach adopted throughout the children- increased SEMH</p> <p>Competitions arranged within the family of schools</p> <p>Competitions arranged within the family of schools</p>	

<ul style="list-style-type: none"> FunFit 	Club targeted towards SEND with gross and fine motor skills		Fine motor and gross motor skills improve	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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"> Enter most if not all of the sporting events on the calendar Family of schools matches for girls football Boys football entered into the GSFL Competitions arranged for all year groups to include Table Tennis, Boccia, and multi skills 	All year groups to have taken part in a sports competition	(£1000 Supply costs as above)	Attending more events, improved results, positive experiences	