



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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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 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:
<p>Increased participation in afterschool clubs Sports Mark Gold for two years Increased attendance at competitions/performances Strong group of sports leaders who play a key role in PE and active lunchtimes</p>	<ul style="list-style-type: none"> - Developing methods of identifying children who are underactive or at risk of becoming underactive - Offering a wide range of sports in order to engage the maximum quantity of children - Offering children opportunities to compete/perform in their chosen sport -

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>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.</p>	39%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	53%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	42%
<p>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?</p>	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: 2018/19	Total fund allocated: £1,000	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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children to receive two PE lessons per week from different sports coaches plus 20 minutes additional fitness activity with class teacher. Extra-curricular opportunities offered to all year groups Year 1-6 across the year Coaches timetabled to lead sports at Lunchtime Sports leaders trained to lead personal challenges at lunchtimes – overseen by Emily Hook – sports coach and SK PE Lead	Timetable re-assessed Summer 2019 All staff to now be running one after-school club for six weeks over the year. PE coordinator/Sports coaches to organise a timetable for Personal challenge. MGFA to take groups of children to the MUGA for sports. Sports leaders to attend training with SSP.	£1,000	Children all received two PE lessons per week up until March. Following this, children in school were provided with sports coaches and children at home were provided with regular PE activities to complete. During the time in school children could describe their improvements and progress in PE. (See Pupil Voice)	Next year, children to complete 15 minutes per day in class time as well as two PE sessions per week. Extra-curricular clubs to continue once government guidelines allow. Sports leaders to be based in class until government guidelines allow more mixing. Emily Hook to continue to work with Sports Leaders.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:

<p>Build children's understanding of why PE is important.</p> <p>Train a group of children to be leaders to promote self-challenge, leadership and teamwork.</p> <p>Promote the impact of sports, exercise and physical activity on our health</p> <p>Provide additional opportunities to encourage focus groups to participate in sports and physical activity. E.g. PP, underactive and girls</p> <p>Provide Sports kit for events</p> <p>Provide a wide variety of activities to aim to encourage all.</p> <p>Encourage a wider variety of staff to attend team events with children.</p>	<p>Allocate themes and focuses for PE across the year e.g. resilience and teamwork.</p> <p>Provide training and support for sports leaders. Purchase kit so that they are easily identifiable.</p> <p>Share resources with staff around regular exercise. Heat Map the school for periods of inactivity.</p> <p>Monitor attendance at clubs for vulnerable groups. Work alongside the PP lead to do this.</p> <p>Provide cover so that class teachers can support children in events.</p>	<p>£1000</p>	<p>Sports kits and transport provided for a range of events.</p> <p>Tracking of children involved in sports clubs/teams.</p> <p>Sports leaders keen to take responsibility – large number of sports leaders.</p> <p>Sports leaders gathering pupil voice using ipads.</p> <p>Teacher voice gathered and focus areas identified.</p>	<p>Increase focus on the school sports mark qualities:</p> <div data-bbox="1736 167 2139 438" style="text-align: center;"> </div> <p>-Focus on SEN children featuring in school PE teams.</p> <p>-Bigger focus on class teacher's responsibility for PE.</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:
Staff to receive CPD from Emily Hook (sports coach) in order to allow them to gain practical ideas for teaching PE. Staff Meeting for teaching staff – CPD around assessment of PE	Work alongside Emily Hook New assessment system in place for PE – staff to take responsibility for assessing children’s PE and knowing their class’ ability.	£11,000	Staff meeting conducted. Focus on teacher accountability for PE. Staff engaging with Emily Hook sessions. Introduction of AFL books went well. Books regularly used. Teachers engaging with assessing of children.	More specific ‘I can Statements for specific sports – allow teachers to identify what e.g. basketball dribbling should look like by year 6. Continue with AFL Books.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Extra-curricular opportunities offered to all year groups Year 1-6 across the year MGFA to provide sports at lunchtime. Provide additional opportunities for the children to exercise Transport to and from events Purchase event specific sports equipment	PE coordinator to converse with staff running after school clubs. Participation to be monitored using tracker. MGFA to provide sports at lunchtime, changing based on interest. Liase with SSP lead to ensure we access additional opportunities Transport to be arranged to ensure we can travel to and from events organised	£2,000	All year groups offered opportunity to participate in a range of extra-curricular activities. (Up until government guidance stopped this) MGFA sports well attended. Children provided with additional challenges via sports leaders running these at lunchtime. Sports equipment purchased – gum guards. Tennis balls. Bibs.	Transport to and from events to continue. Funding on new sports being introduced in sports week. Continue to update equipment. Survey children on sports they would like to participate in. Focus on Olympic viewing – which sports would children like to try.
Key indicator 5: Increased participation in competitive 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:
<p>Extra-curricular opportunities offered to all year groups Year 1-6 across the year</p> <p>MGFA to provide lunchtime sport</p> <p>Provide additional opportunities for the children to beat their personal best</p> <p>Transport to and from events</p> <p>Purchase event specific sports equipment</p>	<p>Organise termly house events</p> <p>Attend SSP lead PE meetings for event information.</p> <p>Each teacher to provide an afterschool or lunchtime club.</p> <p>Participate in our multi-academy trust football events</p> <p>Maximise participation in competitive events when more than 1 team can be entered</p> <p>Transport to be arranged to ensure we can travel to and from events organised</p>	<p>£3000</p>	<p>Children have attended a wide range of events (up until March). Including both competitions and festivals.</p> <p>Pupil voice demonstrated the value of children getting to go out of school and the enjoyment they got from this.</p> <p>Lunchtime/after school clubs well attended up until March 2020.</p>	<p>Focus on 'personal best' encourage children to discuss how they have improved.</p> <p>Continue to provide opportunities for children to attend festivals and events through SSSP.</p> <p>Continue to attend MGFA competitions.</p>