



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



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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:

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 metres when they left your primary school at the end of last academic year?	90%
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?	80%
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?	80%
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

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: £ 13,222	Date Updated: 18 th April 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:
				75%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children participate in regular physical activity for at least 30 mins per day.	Year-round participation of all pupils in the 'daily mile' running initiative – making use of a new all-weather running track.	£5,600 £4,352 2017/18 £1,248 2018/19	All children run at least 15 minutes each day, during lesson time allocated to teaching (i.e. in addition to lunch time and breaktime exercise and PE lessons).	'Daily mile' initiative fosters a school-wide culture of fitness and exercise amongst pupils. Next steps will involve the development of inclusive 'daily mile' challenges, targeted to individual abilities – to promote sportsmanship; competitiveness; and teamwork (see Indicator 2, below).
	Specialist sports coach employed to deliver engaging PE lessons, with an emphasis on teaching children how to organize and run their own games	£4,850	Increased participation by the children in self-organized games during lunch and break times.	
	An improved range of sporting experiences made available to increase the participation of all children, through the following initiatives:		Improved levels of physical fitness assessed for all children through: <ul style="list-style-type: none"> • Lesson Observations; and • Assessment data 	
	(i) PE lessons for all pupils which introduce a range of new physical activities, supported by new sporting and PE equipment.	£500	Participation of more children - particularly those who have previously avoided sport - in new	Equipment in place to ensure continuing participation in sporting

	<p>(ii) An improved range and quality of playground equipment available for all children.</p> <p>(iii) Delivery of an increased number and range of sports and activity clubs.</p> <p>Year 5 and Year 6 have sports/OAA focus residential visits</p>	<p>£370</p> <p>[Budgeted in indicator 4]</p>	<p>PE activities (for example: lacrosse; cheerleading; dodgeball)</p> <p>Increased participation in sporting activities during lunch and break times, using the PE equipment made available to all children outside lesson times</p> <p>Pupils regularly use and cooperate in the sharing of new exercise equipment (for example, a set of sturdy tricycles) during lunch and break times.</p> <p>73%+ of pupils take part in extra-curricular clubs</p>	<p>activities during lunch and break times, and to build a culture of active play, for the sustainable future.</p> <p>Sports clubs targeted to develop aspiration amongst all pupils to participating in school teams – ultimately working towards a lifelong enjoyment of exercise.</p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>8%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>By raising the profile of PE and sport across the school the children:</p> <ul style="list-style-type: none"> aspire to increased involvement; and achieve a sense of pride in participation which builds a lifelong interest in sport. 	<p>School-wide 'daily mile' initiative promoted across the school by all staff to build team work, competition, and aspiration amongst children towards improved levels of fitness</p> <p>Engaging PE lessons - supported by improved equipment - used to encourage children to participate in new sporting activities.</p> <p>Calendar of competitive and inclusive sports fixtures established.</p> <p>School PE notice board and award scheme established to promote participation and celebrate successes.</p> <p>Support staff and supervisors trained by specialist PE teacher to promote sporting activities amongst all pupils.</p>	<p>£1,000</p>	<p>All teachers incorporate 'daily mile' running activity into their lesson plans, and promote by setting individual goals.</p> <p>Successes and challenges faced by the school's sports teams noted and celebrated in school-wide communications (sports certificate assemblies, newsletters)</p> <p>Increased levels of interaction amongst support staff and supervisor in leading physical activities and games during play time.</p>	<p>Next steps will involve the development of inclusive 'daily mile' challenges, targeted to individual abilities – to promote sportsmanship; competitiveness, teamwork, alongside the profile of the activity across the school (see also Indicator 1, above).</p> <p>Celebration of the school's sporting achievements used to encourage increased levels of sporting participation amongst children.</p> <p>Next Steps:</p> <p>Sports captains: KS2 children to mentor KS1 children.</p> <p>School sports section on the school web-site.</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:
				6 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop the skills and confidence of all staff in teaching PE; running a sports club; or helping the children organize their own playground games	<p>INSET and staff meetings targeted towards PE and sports training run by specialist PE teacher.</p> <p>Staff and supervisors trained by specialist PE teacher, enabling them to confidently lead quality PE lessons and activities.</p> <p>Support staff and supervisors trained by specialist PE teacher, equipping them with the skills to run lunchtime clubs, or to support children to coordinate their own physical activities during lunch and break times.</p>	£750	<p>Levels of skill and confidence assessed through staff feedback forms</p> <p>Staff more involved in physical activities at break and lunchtime</p> <p>Greater range of sports clubs available across the school, with high (minimum 80% of maximum capacity) levels of participation.</p> <p>Increased participation by children in sporting activities during lunch and break times</p>	<p>Increased involvement in PE and sporting activities by all members of staff will sustain a culture across the school which promotes and celebrates physical exercise.</p> <p>Next Steps: PE coordinator looking into further courses available to staff to continue this trend in both curricular and extra-curricular activities.</p> <p>Continued CPD of specialist PE teacher</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements: To improve the range of sports and activities available to all children. Securing their fundamental movement skills and instilling a lifelong love of sport.</p>	Expand the range of sports taught in PE lessons while at the same time introduce a greater number of sports and activity clubs to reflect these activities.	£900	<p>Greater range of sports clubs available across the school, with high (minimum 80% of maximum capacity) levels of participation.</p> <p>Increased participation by children in self-directed sporting activities during lunch and break times</p> <p>Program of lunchtime clubs has</p>	Equipment and structure in place to ensure on-going participation in sports and activities during lunch and break times, developing a culture of active play, which is sustainable for the future.

	Children asked at the start of each term what clubs or activities that would like to have available		varied term-to-term, while maintaining high levels of child participation.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop a sense of pride in representing the school and developing the skills needed to work within a team	<p>Calendar of competitive and inclusive sports fixtures established.</p> <p>To deliver an increased number and more varied set of sports and activity clubs.</p> <p>School-wide 'daily mile' initiative promoted across the school by all staff to build team work, competition, and aspiration amongst children towards improved levels of fitness</p>	£500	<p>72% of year 5 and 6 children (73% girls and 71% boys) have represented the school in a sport</p> <p>Children in lower years aspiring to play.</p> <p>73%+ of pupils take part in extra-curricular clubs</p> <p>Clubs always include an element of competitive game play</p> <p>All teachers incorporate 'daily mile' running activity into their lesson plans, and promote by setting individual goals.</p>	<p>Good ties and links made with local schools to ensure future fixtures.</p> <p>Celebration of the school's sporting achievements used to encourage increased levels of sporting participation amongst children.</p> <p>Next Steps - Join the SSP – to expand range of competitions and age groups involved.</p> <p>Sports clubs used to promote sports and encourage children to want to represent the school at all opportunities.</p> <p>Next steps will involve the development of inclusive 'daily mile' challenges, targeted to individual abilities – to promote competitiveness, amongst other goals (see Indicator 2, above).</p>