



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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: Key Priorities
<p>-An increase in extra curricular activities has seen children access a wide range of activities, increasing their activity levels after the school day.</p> <p>-The installation of new playground equipment has facilitated children being more active. Additional opportunity for risk taking and FMS.</p> <p>-A daily health initiative has been established with 20 children taking part in additional activities in the local park, improving their fitness and times on a weekly basis.</p> <p>-Active Ants scheme accessed, 30 children taking part with the school winning 'The Most Active' school award for school – time activity</p> <p>-143 children have accessed an alternative sport with links to a local club to continue further.</p> <p>-School Games mark 'Gold' achieved.</p> <p>-All children receiving weekly dance sessions with a HQ coach in addition to the core curriculum. Children's performance skills improved with termly whole school presentations. Children's skills increased in quality through HQ teaching.</p> <p>- Accessed school sport coaching programme through the SSP to delivered x-curricular activities – handball, rugby, cricket, skills 2 Play, 'Tots on Tyres'.</p> <p>- All children given the opportunity to access competition at Level 1 or Level 2. Increased numbers of children representing school at events. We have accessed over 32 events engaging a range of children.</p>	<p>-Continue to develop outdoor provision with the improvement of the schools facilities. Further facilitate children to be physically active on a daily basis.</p> <p>-Use the Premier League Primary Stars & dedicated dance coaching program as a tool for whole school improvement with a focus on cross-curricular links.</p> <p>-Focus on CPD for NQT staff to improve their knowledge and confidence to deliver high quality PE. Continue to develop specialist PE staff also.</p> <p>-Embed a more formative assessment system ensuring effective use of the baseline tool.</p> <p>-Deliver a wide range of activities to children allowing them to experience different sports/activities not normally available on the curriculum including OAA and boxing.</p> <p>-Embed the current Level 1 competition calendar to allow as many children to access competition as possible. Introduce the 'My Personal Best 'scheme delivered by the schools Young Leaders Team.</p>

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?	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
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

*Schools may wish to provide this information in April, just before the publication deadline.

Action Plan and Budget Tracking

Capture your intended annual spend against the below 6 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: £17,560		Date Updated: 08/05/2019 (current projected spend of 16,232.60)	
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: 3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
-Continue to develop outdoor provision with the improvement of the schools facilities. Encourage children to be physically active on a daily basis.	-Improve further the current playground facilities, utilize a currently unused area. Potentially improving the surface and quality of use (playground markings). -Implement daily 'Go Noodle' activities within the classroom. -Deliver an annual 'Healthy Week' including H&A lifestyles, whole school enrichment activities.	£TBC £632.60	Facility project ongoing. Will rollover into 2019/2020. Plans and quotes currently being compiled. Concentration and focus has improved after a short active break during lesson times	Look to complete improvements of facilities in 2019/20. KS1 have had success with the application and being used regularly. Use app in a level 1 competition to find out who is the most active class. Continue to deliver in 2019/20.	
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: 22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

<p>-Use the Premier League Primary Stars & dedicated dance coaching program as a tool for whole school improvement with a focus on cross-curricular links.</p> <p>-Embed a more formative assessment system ensuring effective use of the baseline tool.</p>	<p>-Utilise BFC coach to support PE delivery, work with focused groups in PE and in other curriculum areas, deliver lunch & after school activities.</p> <p>-Embed the FMS programme across school. Utilise effectively to inform planning and delivery of the curriculum.</p> <p>-Identify children who are consistently not achieving age related expectations and providing intervention.</p>	<p>£3500</p>	<p>Our Sports Development Coach has supported the delivery of PE, lunchtime activities and afterschool clubs. He has worked with targeted Year 5 pupils to help raise attainment in reading through the use of sport.</p> <p>He has worked 2 days a week with pupils from: Y4, Y1, Y6, Y2, Y3 and after school delivery to a range of pupils. Through targeted interventions during PE lessons, this has allowed us to provide further support to lower attaining children.</p> <p>Reception, Year 1 and Year 2 focus on the FMS for two half terms of the school year. Pupils baselined as they enter Year 1 and re-assessed at the end of Year 2. (See attachment 1)</p> <p>In Key stage 2 pupils are assessed at the end of each unit using the core task assessment. We use this data to inform future planning and implement targeted intervention.</p>	<p>Program has been a success, will be happy to continue in 2019/20 dependent on costings.</p> <p>Continue to assess KS1 children through the FMS programme. Use the data to identify children who need interventions which are provided by support staff in PE curriculum. Encourage children who have been identified as having a low FMS baseline to attend extra-curricular clubs. Review the Yr3 curriculum map and adjust accordingly to cover any areas of weakness.</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:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-Focus on CPD for NQT staff to improve their knowledge and confidence to deliver high quality PE. Continue to develop specialist PE staff also.	-Mentor the NQT, provide support through team teaching with the sports and coach and providing relevant CPD. -Utilise sports coaching program to help upskill teachers further. -CPD focus on specialist PE staff (FMS).	SSP Buy In	The NQT has attended the 'Teaching HQ Dance and Gymnastics' course. She has worked alongside and been supported with planning by the sports leader. She has become confident in the delivery and planning of PE. Staff have attended additional training to further upskill their knowledge and understanding. These include: Level 1 Fitness Course, Tri-Golf workshop and Teach to Box Course	Progress NQT teacher to teaching one lesson per week. Sports Coach potentially to attend CPD on different areas (Athletics).
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				43%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-Deliver a wide range of activities to children allowing them to experience different sports/activities not normally available on the curriculum including OAA and boxing.	-Allow all children to access within sports week and alternative sport/activity. -Increased provision for Dance further. Whole school dance curriculum delivered with additional after school clubs focusing on alternative dance styles. -Deliver cycling programmes to Yr R (tots on tyres & learn 2 ride). -Deliver OAA taster activities off site to Yr6 (orienteering & kayaking). -Equipment costings. -Provide additional swimming sessions to further the current school swimming	See costs above £3000 £200 £540 £1650 £1,600	ongoing Helen teaches Dance to all year groups each week throughout the year. Pupils perform for parents termly. There has been a noticeable improvement in pupil's coordination, confidence and performance skills. Reception class have accessed 'Tots on Tyres' where they have learnt the skill of balancing on a bike. Numbers? 29 pupils participated in the 'Learn2ride' 19 pupils are now able to ride unaided. ongoing General PE stocks replenished including replacement of gymnastics benches. New equipment allows us to teach a wide and varied curriculum. All children have made good progress in the additional sessions and 86% of Year 6 pupils	This is a successful programme which will continue. Potential support from main school budget if funding reduces or ceases. Take part in program in 19/20. Potentially purchase Balance ability bikes and training so program can be delivered within school by school staff. Potentially purchase soft archery equipment to allow different activities to be delivered, Maintain PE stocks, regular audit. Current Yr3/4 cohort producing the weakest results. Potentially increase

	programme. Ensure children achieve age related expectations.		can meet the recommended standard.	provision for this age group including additional sessions.
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:
-Embed the current Level 1 competition calendar to allow as many children to access competition as possible. Introduce the 'My Personal Best' scheme delivered by the schools Young Leaders Team.	-Sports leaders to work with KS1 pupils at dinnertimes to develop FMS and 'My Personal Best' challenges. -Provide Sports Leaders with opportunities to plan and set-up their own Level 1 competitions at the end of each term. -Active Ants, school to take part in digital wearable technology project after a successful pilot project.	£700	27 pupils have been trained to become Sports Leaders. The Leaders set-up and deliver lunchtime activities twice a week to further develop FMS. This has further enhanced pupil's mastery of these skills and pupils are performing well in PE lessons. The 'My personal best' challenges have provided Level 1 competition opportunities for KS1 pupils. Competitions are delivered termly. ongoing	Identify targeted group (Yr3/4 girls) of children who are reluctant to participate in more competition. Progress the group through the different levels of competition eventually attending Level 2 events. Continue with Sports Leaders programme into the next academic year and recruit extra pupils.
Key indicator 6: Improved collaboration and growth of local networks including local partners and external agencies				Percentage of total allocation:
				27%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Continue to work alongside local SSP to ensure continuity and growth of local infra-structure. Utilise universal offer for pupils and coordinated support package.</p>	<p>Over 120 competitions and festivals (includes 22 free SG events SSCO support</p> <p>Specialist PE teacher who will work with school to support the PE lead and upskill teachers</p> <p>CPD courses</p> <p>Play leaders training, young ambassador training and C4L champions training Gifted and Talented provision</p> <p>School Sport Coaching programme (35 hours)</p> <p>Tots on Tyres Cycling programme for Early Years</p> <p>Network support for PE leads and Head Teachers</p> <p>YST Membership enabling school to link with national network</p>	<p>£4380</p>	<p>Children continue to be active at play-times through increased opportunities including adult lead structured games; Y6 sports leader activities and the use of our multi-play and trim trail areas.</p> <p>Y6 Children who took part in sports leader training have noted that their confidence and communication have improved</p> <p>The network has allowed us to share good practice and resources and the termly meetings keep us updated of national initiatives which aid and support our planning</p> <p>Our PE specialist has supported our school to develop a PE action plan, provided us with mentoring CPD and access to high school facilities</p> <p>School sport coaching programme has provided teacher CPD and allowed us to provide additional extra-curricular clubs. It has also allowed us to create links with external sports clubs and community programmes to sign post our children to.</p> <p>We have accessed over 30 events engaging a range of children.</p>	<p>Buy into the BSSP package for 2019/20 and look to work further in 2020 and beyond.</p>
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Attachment 1

Pupil progress – baseline assessment from beginning of Year 1 to end of Year 2		
	Developing/Mature Beginning of Year 1	Developing/Mature End of Year 2
Catch	50%	73%
Run	47%	80%
Hop	43%	87%
Skip	57%	87%
Jump	27%	83%
Throw (Overarm)	50%	83%
Throw (Underarm)	50%	97%
Roll	47%	53%
Bounce	23%	83%
Kick	10%	13%