



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:

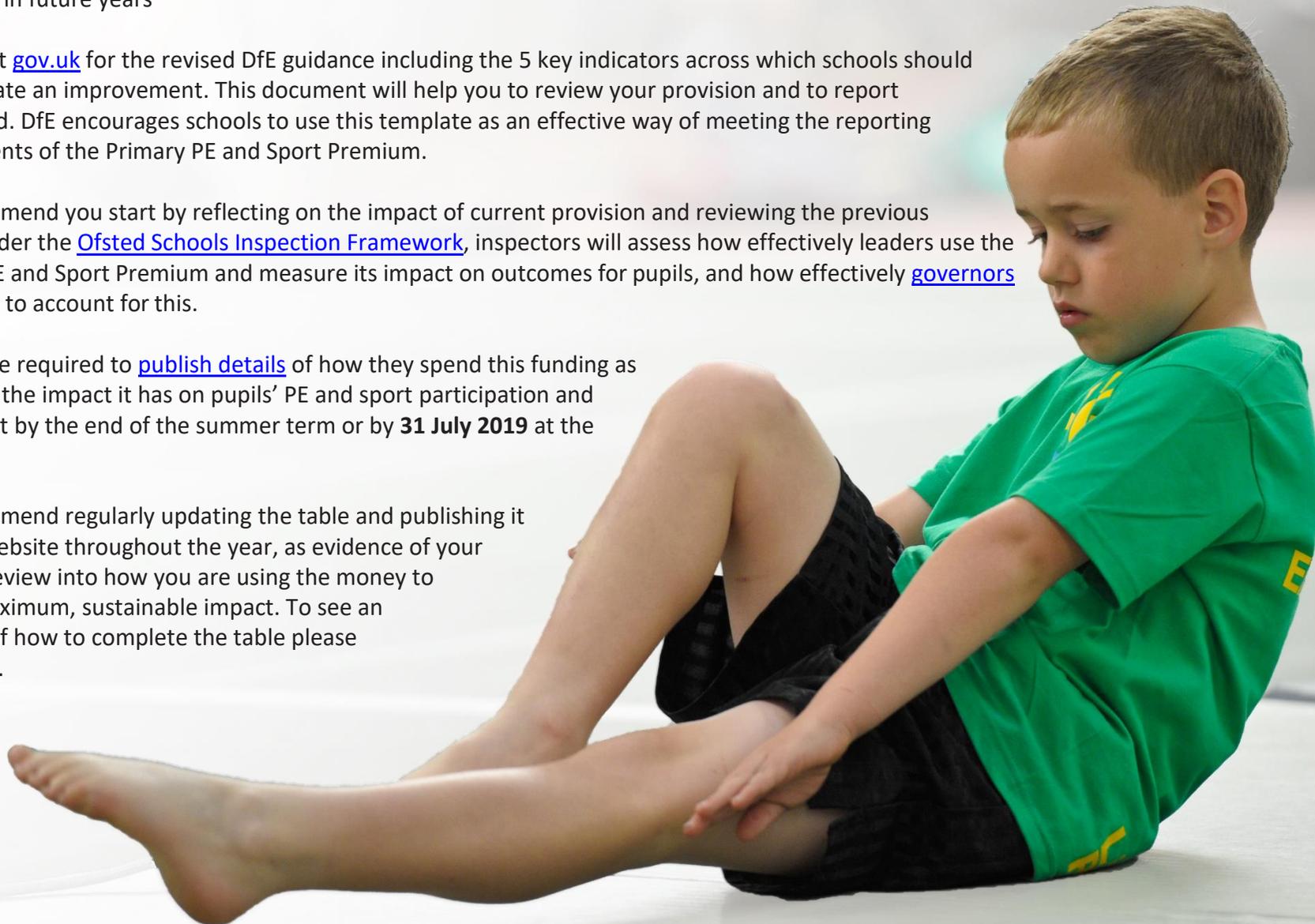
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk 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: July 2019	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Extra- Curricular After School Clubs provided all year round. Gymnastics, Cricket/Rounders, Gardening, Tennis, Football KS1 and KS2, Netball and athletics. • Purchasing of a variety of sports equipment to support an expanded PE programme. • Brand new PE Equipment such as Footballs, Frisbees, Tennis Balls, bean bags and hockey sticks. • A variety KS2 lunchtime clubs for all children to access. (Uni-hockey, archery, tennis, dodgeball and basketball) • Specialist Sports Coaches delivered Gymnastics INSET, cricket, tennis and basketball. • The school saw an increase of pupil engagement of all lunch time clubs and after-school clubs by 50%. • Children participated the daily mile throughout the summer term. 	<ul style="list-style-type: none"> • To continue with a variety of different lunch-time and after-school clubs to increase pupil engagement and participation on sport. • To continue to buy resources to supplement the PE equipment to help pupil engagement and sustain participation. • New PE lead to audit resources and buy equipment to support new and differing clubs that will be delivered 2019/20. • Continue with lunch-time clubs, but include a different variety throughout the year. • To continue to support the delivery of PE with the use of specialist sports coaches. • To increase pupil participation in both lunch and after school clubs. • To start the daily-mile earlier in the year and ensure its sustainability.

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?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>97%</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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?	<u>Yes</u> /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: £17,800 Actual Spend: £18,000	Date Updated: July 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: 20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports Leader to lead various sport related enrichment sessions at lunch times for pupils.	<p>Sports leader to spend time with children of each year group, developing skills and increasing sport-related enrichment at lunch time.</p> <p>Sports leader to implement the 'daily mile' into lunch times. Y6 prefects to assist with this. Sports leader to develop sports ambassadors to help lead 'active' playtimes.</p> <p>Sports leader consults with mentor over the introduction of equipment to break and lunch times in a safe way to promote active breaks.</p> <p>Sports leader to train lunch time staff with the use of equipment, how to use it, encouraging the children to use it as well as looking after it and storing it properly.</p>	£3,600 (spent)	<p>Sports leader worked with children in all year groups to introduced active games to play during break/lunch times. 100% of children have a greater understanding of games to play.</p> <p>Sports leader implemented this in the summer term. 50% of children in all class participated.</p> <p>New equipment bought in March. Staff trained and new equipment introduced, alongside Y6 prefects utilized to support the use of the equipment and to look after the equipment effectively.</p> <p>100% of MDS staff were trained before February half term.</p> <p>The following lunch time clubs</p>	<p>Sports leader to work with the staff and children during lunch and break times. Sports leader to devise a timetable to ensure that an equal amount of his time is spent in each year group.</p> <p>Sports leader to develop a relationship with Y6 and Y5 prefects to train them in a way in order to become confident in assisting children to become more active during playtimes.</p> <p>Staff to work on this through delivery of PSHE lessons throughout all year groups.</p> <p>Sports leader to sustain implementation of how to use equipment safely for all to enjoy. And regularly update and maintain children's enjoyment of active games. Sports leader also to ensure children know how to respectfully use and not lose equipment.</p> <p>Sports leader to regularly train</p>

	Sports leader to introduce a variety of different lunch time clubs for children to access.		were introduced March 2019: uni hockey, archery, dodgeball, tennis and basketball.	lunch time staff very term. To continue to increase the variety of lunchtime clubs on offer to the children in order to gain greater participation.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports leader to deliver specific staff INSET on specific areas of the PE curriculum that staff need support with.	Sports leader to plan and deliver inset. Sports leader to identify specific areas of support for staff and deliver this on a termly basis.	£3,600 (spent)	100% of teaching staff received CPD for dance and gymnastics at INSET days.	Sports leader to seek external training in specific sports if staff member still feels support is needed and needs can't be met.
Sports leader to liaise with external coaches to encourage them to come into teach specific sports to whole classes in addition to normal PE sessions. Sports leader to ensure at least every class has had some additional sports coaching during curriculum time to supplement the PE curriculum.	Sports leader to makes contacts with external coaches. Sports leader to devise a plan of external coach coverage throughout the year and present to mentor.		Sports leader liaised with external cricket, tennis and basketball coach. Sports leader also liaised with external coaching company to help source after-school club provision. After-school club provision includes: athletics, tennis, cricket and rounders.	Increased exposure to a variety of different clubs. Increase participation.
Sports leader to liaise with office staff over extra-curricular clubs to take place after school. Sports leader to ensure clubs are offered to all ages and ensure a balance of sports to increase engagement. Sports leader follow advice from HT regarding after school clubs and make contacts to	Sports leader to assist with the administration of after-school clubs and emailing external coaches etc. Sports leader to develop an action plan to show a balance of sports being deliver throughout the curriculum and after school. Sports leader to meet with HT every term		After-school clubs were organised in advance. Clubs delivered are delivered by high quality coaches and children enjoy their experience. The school becomes better connected locally.	To further increase club contacts and extra-curricular provision.

assist with the organisation of clubs.	regarding next terms clubs.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports leader to deliver specific staff INSET on specific areas of the PE curriculum that staff need support with.	Sports leader to plan and deliver inset. Sports leader to identify specific areas of support for staff and deliver this on a termly basis.	£3,600 (spent)	100% of teaching staff received CPD in PE. Teaching staff received CPD in dance, gymnastics and tennis.	Staff to continue to receive CPD for athletics and games.
Sports leader to attend sports meetings	Sports leader to feedback to staff with updates.		All sports meetings have been attended and supply used to cover costs.	Sports leader to gain a better knowledge of local sporting events to ensure schools participation. To continue to support attendance through use of supply.
Sports leader to identify specific PE CPD for staff members.	Staff members to complete specific CPD in certain PE areas.		School participation in competitions increases.	All staff receive CPD in PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All classes to engage with WOEC activities, where children experience outdoor and alternative sports/activities.	Sports leader to arrange suitable activity, time and date for classes to visit.	£3,600 (spent)	100% of children in the whole school were offered outdoor education activities to part take in during the summer term.	Continue this next year. Invest in alternative sports after school clubs to encourage a different uptake.
Years 3,4,5 and 6 children participate in swimming lessons.	Sports leader to organise hiring of 2 pools, lifeguards, swimming teachers and the correct staffing ratio.		Increase % of children from 80-90% of all children being able to swim 25m of a recognised stroke by the end of Y6.	Continue with current provision but provide more lessons throughout summer term for Y6 pupils.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 20 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sports lead to attend PE meetings to arrange leagues and fixtures dates of tournaments and festivals throughout the academic year.</p> <p>Sports leader to raise the profile of children who represent a club outside of school as a celebration/wall of fame</p>	<p>Sports lead to enter dates on the online diary and keep mentor updated with fixtures and participation. Sports leader to organise participation and complete risk assessments.</p> <p>Sports leader to discuss with mentor and organise to help increase the profile of certain individuals that compete at sports outside of school. Sports leader to celebrate success of sporting individuals and teams through Celebration Assemblies and ParentMail.</p>	£3,600 (spent)	<p>The school has participated and competed in all locally organised events, to include: swimming, football, netball. Tennis and athletics. Our school teams successfully competed in competition- we won the High 5 netball tournament and our football team reached the semi-finals of the Nash Cup. Two of our swimmers went on to compete County competitions.</p> <p>These children act as role models and will encourage and inspire others thus increasing participation.</p>	<p>To continue increased pupil involvement.</p> <p>Sports leader will need to update regularly. Sports leader to use more noticeboards to increase the profile of PE.</p>