



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:

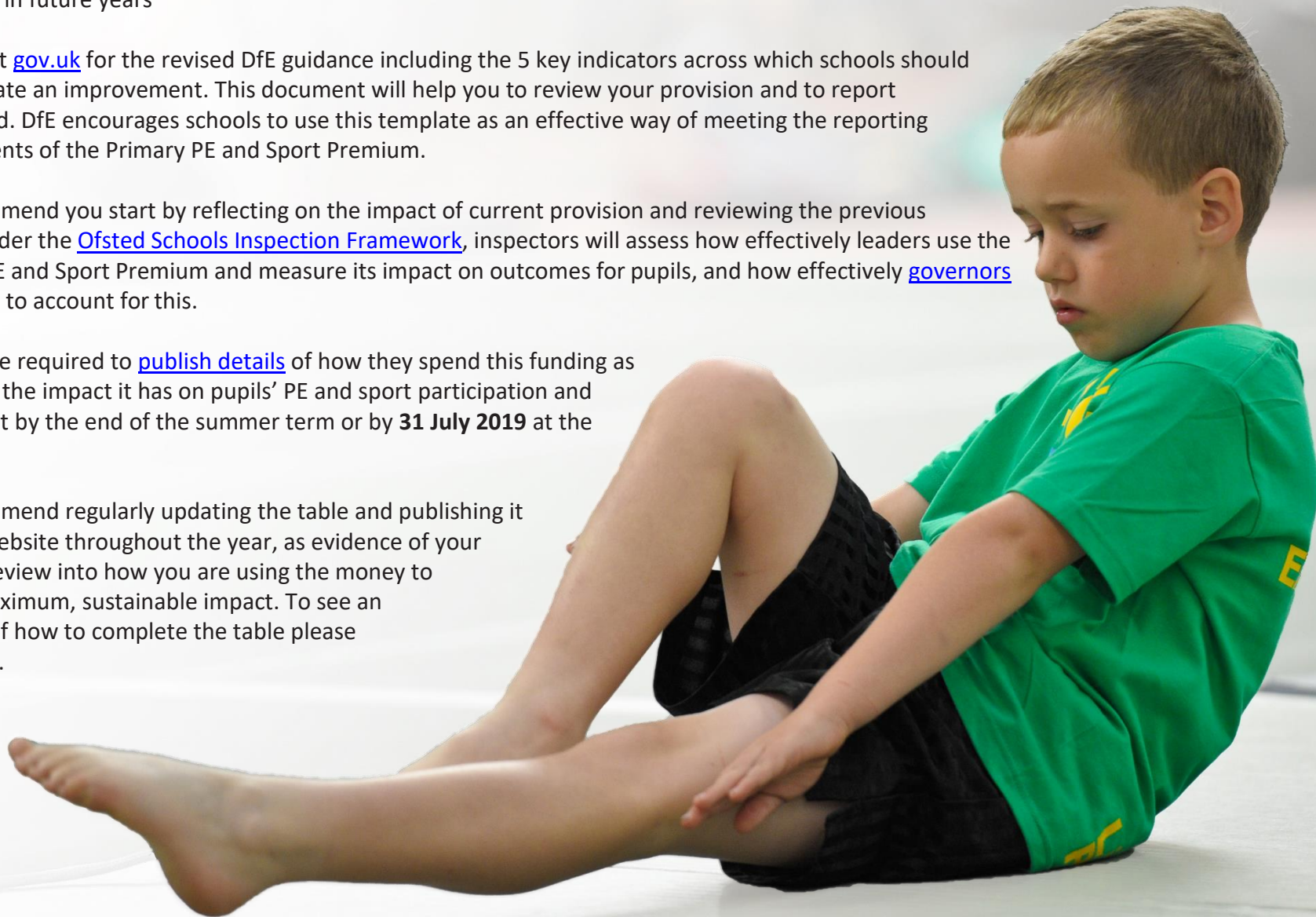
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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: |
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| Introduction of action arena at break times Structured equipment sessions lunchtime Improved playground markings and zoning Development of sports leaders to facilitate activities at break and lunch Introduction of inter house sports competitions. Introduction of before school activities on the MUGA Modelling of competition structure to teachers Modelling session structure Capturing events Promoting participation and competitive sport – photo, video, website, hall displays | Further develop involvement in city wide competitions. Continue to develop inter house competitions Develop expectations on no/inappropriate kit Launch daily mile Continuation of competitive sport Continuation of pre and post school events Opening viewing area for parents Increases in parent volunteers |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| 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. | 89% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 79% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 53% |

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| 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 |
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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: £ | 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: | |
| | | | 36% | |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increase participation of pupils in purposeful physical activity through the development of playground provision during play and lunch times. | Introduction of action arena at break and lunchtimes Organised games on the MUGA 2x HLTA specialist recruitment for US and LS break times. Planning time to develop and review activities Whiteboards on MUGA and action arena fence. Playground equipment Playground marking: Champ squares Target Throw Target 20 Warm up areas Standing long jump | 10hours a week of HLTA time Playground equipment Purchase of new playground markings | Increase in children participating in activities during break and lunchtimes. Over half the children engaging in physical activity during playtimes. | Playground marking and equipment can be used next year and in the years to come. Action arena is set up to continue next year with. Training of lunch time support team needed. |
| Continue to develop sports leaders to run physical activities during break and lunch on the playground | RAMP to train up sports leaders Purchase whistles and bibs for sports | Learning mentors to train and oversee | Establish a sustainable leadership programme, training children to develop their leadership skills. | Sports leaders able to run activities on the playground and |

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| | leaders | organised games at playtime | <p>This also supports lunchtime provision programme and encourages more children to participate in physical activity during the day.</p> <p>With sports leaders support, we can ensure equipment is looked after and usable. Wider range of equipment for children to use.</p> | lead sessions increasing the amount of active minutes the children are involved in. |
| Introduce active sessions before school on the MUGA | Purchase new playground equipment MUGA whiteboard. Supervision before school 8.40 – 8.50 | Play ground pack equipment | Children participating in physical activity before school. On average 20 children a day 100 a week. | Equipment purchased. Whiteboard on MUGA to promote activity and record scores. Sports leaders to be trained up to run these sessions. |
| Total: £7,738.33 | | | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |

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| Develop the profile of PE on the school website and PE newsletters. | PE specialist to be deployed to provide sports updates regularly for the newsletter, website and assemblies. | HLTA time | Notice boards full of information about results and signpost children to clubs available in the local area (30:30 initiative). | Raise the profile of sporting activities in the local area which will encourage more children to sign up to physical activity outside school. |
| Create a PE and Games noticeboard which is updated regularly | Noticeboard to be informative and current. Noticeboard to promote external activities as well as internal | Purchase of noticeboard | | Celebrate success of sports teams in school to encourage more children to take part in physical exercise. Next steps – HLTA's to do announcements in assemblies, registration time and more regular sports bulletins. |
| To raise profile of sport and use trchnology as a coaching tool, for hall presentations, to celebrate success and advertise to parents | Purchase of camera and ipads to capture performance and sport in school | Camera Memory card Ipads | Sports being publicised in the hall to parents and children so they can see what has been happening and what is coming up. PE sessions being recorded for analysis of teaching. | Coach all staff in the use of the equipment, included in basic expectations for active events added to hall displays |
| | | Total: £1514.56 | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 0.9% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To increase confidence, knowledge and skills of new HLTA staff members. | Assistant head team teaching half termly to develop teaching strategies and lesson delivery. | | Improvement in the teaching of games throughout the curriculum | Team teaching to continue next year and more coaching to be offered to other teachers. |
| To increase confidence and knowledge of the whole staff team in delivery of games | HLTA's to attend Year group meetings once a half term to talk through planning for the half term and model | 4 meetings per half term HLTA time Total: £202 | Teachers clear on the rules and skills involved in games sessions. Developed confidence in teaching different sports. | Teachers more confident with the rules for different sports. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| Increase range of sports on offer to the children | Purchase of archery sets, goalball equipment, table tennis equipment, Frisbee. | Equipment purchased | All children given the opportunity to participate in new sports in PE and at break and lunch times | Equipment available to use next year. Sports leaders to be trained in delivering the activities. |
| To offer sports day with a range of sports for all | Release HLTAs to run event Training of Year 5 and 6 children to be leaders for the event | HLTA overtime Planning time Training time for leaders. Supply costs | All children in the school participated in a range of activities | Year 5 children trained to deliver next year. Promotion of a range of sports to encourage children to participate next year. |
| To develop opportunities for SEN/ | Purchase of equipment. Training | | EHCP children involved in inter-house competitions | Adaptations made for inclusion of EHCP children into |

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| children with behavioural needs to participate successfully in | for PE lead to ensure inclusive competitions | | | competitive sport. Raised profile for competitive sport for EHCP children |
| Total: £4728.56 | | | | |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 30% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Ensure children take part in the school games competitions | Entry into Year 6 boys and girls leagues, cross country league, athletics competitions, netball league, tag rugby tournament, badminton leagues, handball festivals, Indoor athletics, table-tennis, basketball, benchball Release for HLTA and additional member of staff to take children to the events. | Release time for adult and accompanying adult attending Transport costs Stickers | 68 children represented the school in city competitions. 143 entries into competitions for city. 14 different festivals, leagues or tournaments entered. | More events to be entered next year now confidence of HLTAs has developed. |
| Introduce Inter house competitions to involve as many children as possible | Organise house and class competitions for a range of sports e.g. speed stacks, rounders, kinball etc Water bottles purchased to incentivise participation Token reward system | Release time for PE leader to run sessions Purchase of token system for record winning house | All children given the opportunity to try a range of different sports in a competitive environment. Pupil interviews show that children enjoyed competing for their house. 160 children involved in the competitions. | Inter house competitions to continue next year and sports leaders to be trained in supporting the events. Improved attitude towards |

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| To offer a sports award evening for those children who have competed in School games competitions, celebrate performance and participation, invite and raise profile with parents | Medals and trophies to be purchased. Refreshments for parents. Promoted in newsletter and on website | Trophies and medals Engraving Refreshments Total: £6520.65 | Celebrating success in sporting competitions for children and promoting competitive sport in school | Promoted interest in competitive sports to others in the school. Rewarded those who took part to encourage them to take part in future events. |
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