



# 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](http://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:
<ul style="list-style-type: none"> <li>• New initiative implemented to start swimming lessons earlier in school to enable more children to meet the minimum requirement by Year 6.</li> <li>• 2 timetabled PE lessons per week plus 1 hour enrichment slot which often includes another PE lesson.</li> <li>• School opening up earlier to allow an active start to the day.</li> <li>• Implementation of a new PE scheme of works.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise profile of PE within the school through the use of –               <ul style="list-style-type: none"> <li>○ Assemblies to ensure everyone is aware of new initiatives and everyone is on board including staff.</li> <li>○ The inclusion of families for promoting the healthy lifestyle (daily mile and home activity books)</li> <li>○ PE kit worn on PE days.</li> </ul> </li> <li>• Promotion of a healthy and active lifestyle through the use of-               <ul style="list-style-type: none"> <li>○ Targeted fitness club for less active pupils</li> <li>○ Monitoring of snacks and pack lunches</li> <li>○ Enhanced morning activity session with active prizes for the most active classes.</li> </ul> </li> </ul>

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?	4% - <i>These scores are similar to previous years and steps have been put in place to improve them. Children in Yr 3 will have weekly lessons throughout the year. Children that do not reach the standard in this year can have extra lessons in subsequent years</i>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

\*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 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: £19,830	Date Updated: 29-4-19		
<b>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</b>			Percentage of total allocation:	
			%	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>A version of the Daily Mile will take place at the start of the day, which will also encourage parents and school staff to join in. A marked track will be used which will include a lane for walkers and a lane for those that want to run or jog. A token will be awarded for each lap completed. Tokens can then be placed in a Perspex container (one per class) in order to provide a visual as to which class has completed the most laps – the class with the most tokens at the end of each half term will be able to choose a trip of their choice to take part in something active. This could be rock climbing, sledging, trampolining, skateboarding. <b>This will have the impact of greater engagement from the children. It will encourage parents to take part. The prizes will make the children more active and give the children the opportunity to try a new activity. The track will give them a clear focus and an idea of their distance covered. And the tokens and boxes will give them a visual that will inspire them to complete more laps.</b></p>	<ul style="list-style-type: none"> <li>• Get quotes for the track and arrange a date for installation.</li> <li>• Source the boxes and tokens and order.</li> <li>• Look into potential prize experiences</li> </ul>	<p>£2000</p> <p>£1000</p> <p>£3000</p>	<ul style="list-style-type: none"> <li>• Track laid and on budget</li> <li>• There was a real buzz when the initiative was started and this still continues today</li> <li>• One parent reported that mornings are less stressful since the start of the initiative as her children are keen to get out of the house in order to collect tokens.</li> <li>• There is a lot of adult participation – regularly 10-20 parents and about 10 staff</li> <li>• Once the trips start happening and videos are shown to the rest of the school this should increase motivation.</li> </ul>	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Boxes are bought</li> <li>• Number of tokens in circulation should remain fairly consistent as the incentive is to deposit them in the collection boxes</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Try to find a way to increase the number of children running</li> <li>• Still a large number of children coming into school late</li> <li>• Personal incentives for children who beat their previous weeks total tokens collected</li> <li>• Weeks with double tokens for parents</li> <li>• Award tokens for laps during golden time.</li> </ul>

<p>Train lunchtime staff and provide equipment to enable activities to be provided during a child's lunchbreak. <b>This will encourage the children to be more active in their lunch break</b></p> <p>Implement a club for the least active children. This club will be primarily be used to make the children more active. It will also be used to educate them on the importance of leading an active lifestyle and provide them with strategies they can use to encourage this activity. <b>Children will be more active and have strategies to be able to lead healthier more active lifestyles.</b></p>	<ul style="list-style-type: none"> <li>• Collate and buy the equipment</li> <li>• Train the lunchtime staff</li> </ul> <ul style="list-style-type: none"> <li>• Identify the children that would benefit such club</li> <li>• Speak to the parents</li> <li>• Allow the children to select a friend to join them in the club.</li> </ul>	<p>£300 per term</p> <p>No cost</p>	<ul style="list-style-type: none"> <li>• Equipment has been bought – some has been put to use while some has been retained to replace lost/broken equipment</li> <li>• Midday supervisors have been trained and a rota/system has been put in place to ensure there is someone to take over a station when a person moves into the hall with their class.</li> </ul>	
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<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: %
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School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>PE kit to be worn to school on the days children have a PE lesson. <b>This will ensure children are in the correct uniform or parents will be contacted and will highlight that wearing the correct kit for PE is as important as wearing the correct school uniform. It will also ensure that PE time is not wasted on changing.</b></p> <p>Healthy selfie board. Photos can be sent in on class dojo. <b>This will encourage children and families to be</b></p>	<ul style="list-style-type: none"> <li>• Prepare a letter to parents and send out.</li> <li>• Promote on class dojo</li> <li>• Speak to suppliers of kit</li> <li>• Supply kit for some families</li> </ul> <ul style="list-style-type: none"> <li>• Promote in assembly</li> <li>• Sports leaders to promote in class</li> </ul>	<p>£300</p> <p>No cost</p>	<ul style="list-style-type: none"> <li>• This has been promoted a number of times and although there has been a good response from staff</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Possibly, with permission from the members of staff in the photos, we could post</b></li> </ul>

<p>active outside of school.</p> <p>Home activity record books – themes could be set each week eg play a game with a ball, visit a park, use something with wheels (bike, scooter, skateboard, skates). Books handed in once a week and dojo points awarded to children that have been active. <b>This will encourage children and their families to be active outside of school and give them ideas of how to do this.</b></p>	<ul style="list-style-type: none"> <li>• Post on class dojo</li> <li>• All adults in school to add a photo to start the board off</li> </ul> <ul style="list-style-type: none"> <li>• Design the books</li> <li>• Buy the bindings and covers</li> <li>• Promote in assembly and on class dojo</li> </ul>		<p>there has still been little return from the children</p>	<p>them on Class Dojo so they reach a wider audience. This would have the result of reminding parents to post pictures of their children being healthy and active. And by posting the photo themselves, they are effectively giving permission for the child's photo to be put on social media.</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:
<p>School Sports Partnership entitles the school to training and coaching in the area they feel will best benefit the school.</p>	<ul style="list-style-type: none"> <li>Consult teachers on the area they would like the training/coaching</li> <li>Contact the partnership to arrange the training.</li> </ul>	<p>£2600 – partnership membership</p>	<ul style="list-style-type: none"> <li>More children have taken part in more sports</li> <li>Gymnastics coaching in Year 5, which has also upskilled the teacher</li> <li>Judo Taster Sessions for all pupils</li> <li>CPD courses in gymnastics and dance</li> <li>KS1 competitions in sports they might not normally try</li> <li>Bikeability courses already run for level 1 and level 2 and more booked for summer 2.</li> </ul>	<ul style="list-style-type: none"> <li>This has given the opportunity to take part in sports that they wouldn't normally. It also gives them the chance to experience competition.</li> <li>We have had more girls taking part in competitions and our Yr 5/6 Girls' football team has been one of the most successful teams we have ever had.</li> <li>CPD and the use of coaches has upskilled staff and given them ideas they can use in lessons</li> </ul>
<p>Minibus driver training for 2 members of staff – this will make it easier and cheaper to attend match fixtures and competitions.</p>	<ul style="list-style-type: none"> <li>Book the course.</li> </ul>	<p>£600</p>		
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:
<p>Each year group to experience a new sport. This could be in the form of a trip or someone coming into school – ideas are: balance bikeability for EY and Yr 1, Flag football (tag American football), ultimate Frisbee, rock climbing, hill walking, watersports.</p>	<ul style="list-style-type: none"> <li>Contact organisations</li> <li>Get quotes</li> <li>Work out dates and plot on the school planner</li> </ul>	<p>£5000</p>	<ul style="list-style-type: none"> <li>Yr 6 have experienced rowing training</li> <li>A group of children have already experienced indoor rock climbing and there is another group due to go this term.</li> </ul>	<ul style="list-style-type: none"> <li>Many children said they were keen to do it again and said they would come back with their families</li> </ul>

sports are available to them and try to ignite a passion in something new.			<ul style="list-style-type: none"> <li>Year 2 children are due to go to a nature reserve. This was supposed to introduce them to hillwalking, but the venue had to change due to facilities. However it will introduce them to the outdoors and may inspire them to do more rambling type activities</li> </ul>	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>More competition have been entered this year. These include Netball, Cycling, Girls football and SEN competitions. Competition success is celebrated each week in assembly.</p> <p>Sportsday will have a more competitive edge to it. Races will take place centrally with parents watching and children supporting their house. This was trialled last year with upper KS 2 and will be rolled out for all year groups this year.</p>		<p>Part of the SSP</p> <p>No cost</p>		