

## Evidencing the Impact of Primary PE and Sport Premium

### QUEENS PARK ACADEMY

Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), 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 and the effect it has had on pupils' PE and sport participation and attainment.

Revised September 2016

Schools must include t  
Developed by



YOUTH  
SPORT  
TRUST

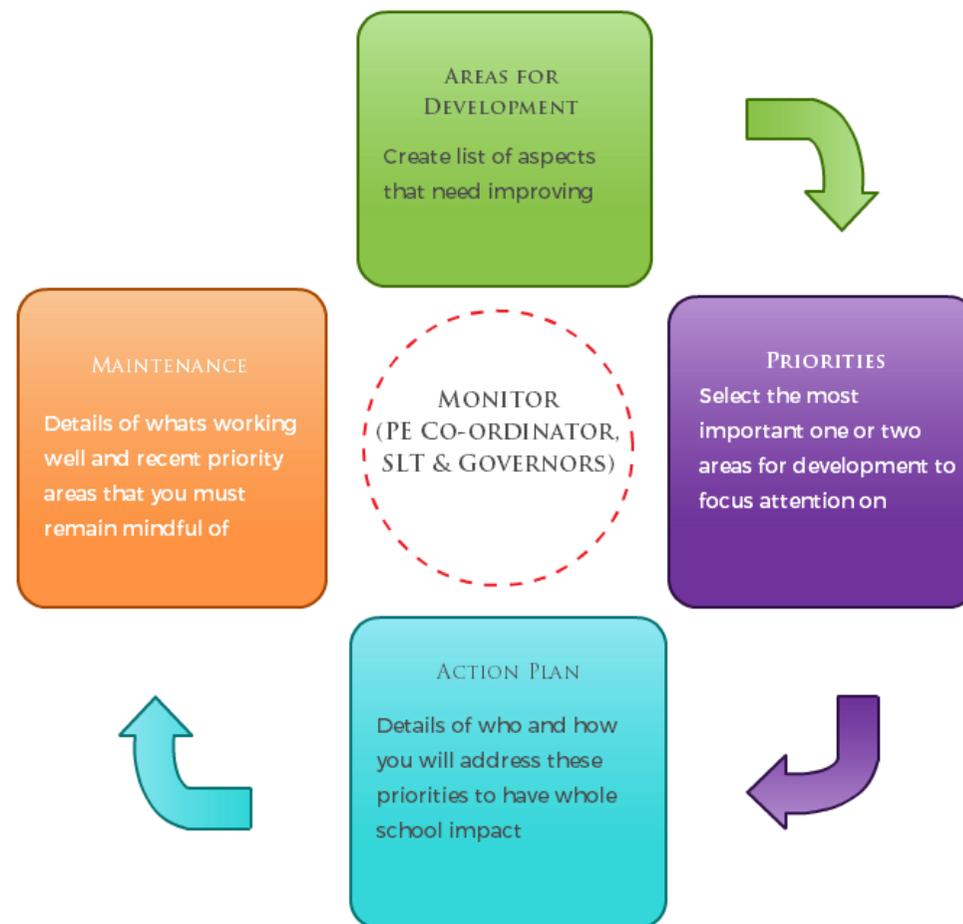
- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

**OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.



## HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

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 premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

**SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE**

Name of school: QUEENS PARK ACADEMY

Academic: 2016/2017

In previous years, have you completed a self-review of PE, physical activity and school sport?	Yes
Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend?	Yes
Is PE, physical activity and sport, reflective of your school development plan?	Yes
Are your PE and sport premium spend and priorities included on your school website?	Yes

**SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.**

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out 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?	Choose an item.%
• 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?	Choose an item. %
• 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?	Choose an item. %
• 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?	Choose an item.

**SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT?**

**2016/ 2017**

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<p>Increase confidence in staff. To continue professional development and ensure high quality PE lessons.</p> <p>Teaching 2hrs of PE</p> <p>Raise the profile of PE and healthy lifestyles. Daily fitness &amp; activities.</p> <p>All children to wear QPA PE Kits</p> <p>Planning and Assessment</p> <p>Increase participation in competitive sports</p>	<p>Through SSP&amp; coaches for staff training is provided.</p> <ul style="list-style-type: none"> <li>• Enhance quality of teaching.</li> <li>• Improve standards</li> <li>• PE co-ordinator training.</li> <li>• To raise confidence and enjoyment.</li> </ul> <p>2hrs of PE</p> <ul style="list-style-type: none"> <li>• In guidance with PE requirements.</li> <li>• Daily morning fitness and short bursts when required during the week.</li> <li>• Ensure all snacks are healthy fresh fruit, healthy bars.</li> </ul> <p>Introduction of compulsory PE kit. All chn to wear QPA Kit. Purchase spare kits.</p> <p>Improve in the quality of planning and teaching, meeting the learning progression of the children. Follow scheme, making adaptations where and when required.</p> <p>SSP organise tournaments for our KS2 children. Encourage all children to participate and build on skills. Also provide coaches for after school clubs.</p>	<p>SSP and other support was given to all staff. We will continue this. Effective use of spending. High quality of teaching and confidence in staff to provide engaging lessons to support children’s learning.</p> <p>This has been implemented the year and we will continue to do 2hrs in the future.</p> <p>The children come in ready to start for the day and enjoy the morning fitness. This will continue.</p> <p>All children to have a sense of belonging, pride and to raise profile of PE. Monitor and ensure children wear correct kit.</p> <p>Staff are now following a scheme of work and using other resources when needed. They are now evaluating planning identifying achievements and next steps. Staff to use assessment sheets to record children’s achievements. Half termly monitoring and feedback.</p> <p>Continue to attend school tournaments and matches. Children so great enjoyment and show their skills and develop from playing amongst other.</p>

**Vision:** ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

**Objective:** To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

### **SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR**

**Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.**

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Academic Year: 2016/2017		Total fund allocated: £ 9200					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <b><i>Impact on pupils</i></b>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <b><i>on pupils</i></b>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	SSP help organise tournaments in a range of sports. To promote healthy lifestyles with teaching ideas.	To improve amount of physical activity. To so a better awareness of healthy eating/living at home and school	SSP £2600	SSP £2600	After school clubs (lists of registers) Healthy snacks at break times. Twitter/website updates.	There are a good number of pupils participating in after school clubs and enjoying the sports available.	Continue to offer a variety of clubs for the children.
	Develop pupil leadership in PE.	Sports Leaders (1 child per class) Attend regular meetings and support in organising events. Support at lunch and playtimes.	N/A		Play leaders organised events and lead activities on the playground. Help setting up equipment. Play leaders as role models for other pupils. They are more confident and knowledgeable in their role.	Pupils taking responsibility for their role and building skills. They worked well with peers and staff.	
	Train lunchtime supervisors in play activities to	Lunch supervisors training	£200	—	This will role onto next academic year.		

	support and engage pupils.						
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	<p>SSP to support the teaching of PE. SSP support children taking part in further sports tournaments.</p> <p>Increase motivation of PE through visits from visitors/ events.</p>	<p>To ensure all lessons are planned and taught the importance of PE and healthy lifestyles to meet their needs. To ensure a wide range of PE is taught across the year. That pupils are showing a good understanding and showing an enjoyment for PE and support children who are struggling.</p> <p>Visit from Paralympian athlete Sean Rose</p> <p>Fundraising from BHF</p>	<p>SSP £2600</p> <p>Money raised covered costs.</p> <p>Free chn raised money.</p>	<p>SSP £2600</p>	<p>SSP staff training and working alongside school and staff. Planning and assessments reviewed.</p> <p>Inspire pupils to participate in more physical activity or take up sporting activities outside of school. Encourage children to follow their passions.</p> <p>Pupils taking part in the activities organised and getting support from their families and local community.</p>		

					This was evident through money raised.		
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>Develop staff confidence in areas of PE.</p> <p>Improve and build on quality of teaching and learning in PE with SSP.</p>	Worked on Planning, differentiation and Assessment.	SSP £2600	SSP £2600	<p>Positive feedback from teachers from sessions.</p> <p>Teachers show a better understanding of differentiating and adapting plans to support learning needs for all children and ensuring they make progress.</p> <p>Using assessments sheets to track development.</p>	Children receiving high quality teaching of Physical Education.	Continue CPD training in other areas of sport to continue to
4. broader experience of a range of sports and activities offered to all pupils	Participate in school sports week activities and events and raise the profile.	Staff and parents attend sport events. Workshops and sessions throughout the week.	£3000	£ 1000	<p>Pupils/ Parents &amp; staff feedback from events.</p> <p>Work produced by children's projects.</p>	Children enjoyed the Sports Week. They learnt new skills and showed skills they have learnt throughout the year in the competitive games.	Continue to provide the children with new skills and experiences and develop on previous knowledge.
5. increased participation in competitive sport	Children attending as many team events and competitions.	With SSP children attend competitions throughout the year for a range of sporting activities. Build on children's skills and opportunities for	SSP £2600	SSP £2600	<p>Evidence in registers and list of events attended.</p> <p>Increased participation.</p>	The children enjoyed participating in the competitions. There were more entries.	Continue to participate in competitions at all levels.

		children to show skills learnt. Supports Schools Games Mark.					
Purchase of sports equipment and clothing	Sports leaders caps, PE kits equipment	Special caps for the sports leaders and spare kits.	£1, 323	£1500	Sports leaders to wear caps when outdoors supporting staff.	Children feel a sense of pride and responsibility by wearing the caps.  All children participate in PE with kits	Sports Leaders given caps.

Completed by (name and school position): Harpreet Minhas

Date: 01/04/2017

Review Date: 31/07/2017



After every update, please remember to upload the latest version to your website.