



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



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:
<p>The engagement of all pupils in regular physical activity: Real PE training for whole school and evidencing PE in scrap books. Festivals from HASSP</p> <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement: Real PE training, participation in School Games and festivals. Gold School Games Mark achieved. Member school of SSP. Regular sharing of achievements through media/social media, assemblies and newsletters. Taekwondo at lunchtime for those with behavior issues from behavior referral.</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport: Use of coach mentor with HASSP, whole school training of Real PE, attending PE conference. CPD opportunities</p> <p>Broader experience of a range of sports and activities offered to all pupils: Festivals provided by HASSP. Range of clubs offered. Leadership opportunities. Participation in sport certificates/booklets. Access to gifted and talented provision. Club links creating additional opportunities through Rugby and Northampton Athletics, Rugby Swimming Club (Speed and Synchro). Taking the Reigns Cawston Riding Club. Rugby Golf Club and Leam Valley Golf Club. Rugby Town FC (Strachan)</p> <p>Increased participation in competitive sport: Fully Accessed School Games to include: Indoor Rowing, Biathlon, mini red tennis, tri golf, football, hockey, swimming, Athletics, Cross country netball, rounders,</p>	<p>The engagement of all pupils in regular physical activity: Increased participation of children who have SEMH needs and to provide alternative provision for those who don't engage in traditional Sporting activities and PE lessons. (Identify children through teacher assessments, observations and needs identified by inclusion manager). Lunchtime marathon.</p> <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement: Following on from last year monitor the impact of training upon children and lessons. Ensure practice is embedded within the school curriculum. Inclusion of Marathon at lunchtime Attitudes towards PE are positive (Pupil and staff questionnaire, Feedback from training)</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport: Training wider staff body through HASSP PE conference. Midday supervisor training. Set up forest schools and train adults.</p> <p>Broader experience of a range of sports and activities offered to all pupils: Introduce a wider range of sports through coach mentoring via HASSP and external coaches.</p> <p>Increased participation in competitive sport: Enter more children within accessing a wider range of competition to provide more pupils with the opportunity to compete. Assessment of swimming ability and attainment throughout school. Keep records of achievement from year 3. Top up Swimming.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>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?</p>	<p>%</p>

<p>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?</p>	<p>%</p>
<p>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?</p>	<p>%</p>
<p>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?</p>	<p>No (Intend to this year)</p>

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: 2017/18		Total fund allocated: £20,700	Date Updated: 30.11.17	
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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increased participation in regular physical activity with a variety of options to be fully inclusive to all students.	Set up 'marathon with Kids run Free	£400	Monitored through digital tracking system. Impact will be improving health and well-being and engagement in Physical activity for students. Whole school impact on behavioral issues due to increased pupil engagement.	Sustainable programme which will continue to be delivered. Training all lunchtime staff in how to use the equipment.
	Join up with Maths of the Day to increase physical activity in lessons.	£535.50	Monitored through work and book trawls for evidence within lessons. Children find maths lessons more engaging and as a result attainment increases.	Lessons have been bought and downloaded. Staff have been upskilled to use it. Embedded within the curriculum.
	Provide Go-karting track and Karts.		Each class will have an allocated day to use the Karts. Teachers to create a rota within their class, monitoring participation.	Once Karts have been bought and track laid it will become a permanent feature of the school. Karts will need on going maintenance.
	Provide a range of equipment for children to use on a rota basis to further develop 'Active Lunchtimes'.		Each class will have an allocated day to use the equipment. Register kept within "shack" to monitor who is using equipment.	Once equipment has been bought, it will become embedded within our 'Active Lunchtimes' and losses of equipment monitored and replaced.

	2 Play Rangers (RBC) working alongside and upskilling existing lunchtime supervisors.	£8100	All children are able to access working with the Play Rangers as part of structured lunchtime activities.	Play Rangers keep a register of children who attend and award certificates for increased participation and co-operation within the group. Lunchtime supervisors work alongside to gain skills and knowledge to sustain ability.
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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children enjoy the sport of running and build up physical stamina over time. Resulting in fitter healthier pupils with an increased capacity to focus and learn.	Set up 'marathon with Kids run Free		Monitored through digital tracking system. Impact will be improving health and well-being and engagement in Physical activity for students. Whole school impact on behavioral issues due to increased pupil engagement.	Sustainable programme which will continue to be delivered. Training all lunchtime staff in how to use the equipment.

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:
See HASSP proforma on Sports Premium funding				
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:
Additional achievements: See HASSP proforma on Sports Premium funding. Every child is provided the opportunity to experience 'Outdoor Learning' through Forest Schools. With an impact on active learning, health and well-being, cross curricular development and an increase in their self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	Forest school set up and adults trained.	£1100 (training) Additional first aid cost £70	Impact on active learning, health and well-being, cross curricular development and an increase in their self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. Participation evidenced through registers, embedded within the curriculum. Impact on children's attitude and approach to learning, as well as attainment.	Staff are trained and lessons are embedded within the curriculum.
Key indicator 5: Increased participation in competitive 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:

See HASSP proforma on Sports Premium funding				
---	--	--	--	--