



# 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>• Gold award in Sports for the 4<sup>th</sup> consecutive year.</li> <li>• New strategies and initiatives purchased to promote 30 minutes a day activity</li> <li>• 91% of children have attended a club.</li> <li>• Staff booked onto launch of local mental health scheme (BEES), member of staff achieved Protective Behaviours Level 3.</li> <li>• 100% of teachers feel more confident in delivering aspects of the PE curriculum.</li> <li>• Children have exceptionally high levels of engagement with PE and are confident.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent embedded use of online activities to promote 30 minutes a day.</li> <li>• Promote this more clearly to parents.</li> <li>• Develop physical and mental strategies for promoting good mental health.</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?	100% (7/7)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86% (6/7)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71% (5/7)

<p>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?</p>	<p>Yes – we have employed an additional coach to provide smaller group support as we have a number of non-swimmers this year.</p>
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\*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: 2017/18		Total fund allocated: £16,530	Date Updated: 28.03.18	
<b>Key indicator 1:</b> 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: 21%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To embed and promote a range of clubs and activities to ensure a variety of sports are experienced by the pupils.  To continue to promote active lessons across the curriculum.	<ul style="list-style-type: none"> <li>Subject Leader to continue to explore other possible links for external club providers and coaching (i.e fitter futures).</li> </ul>	£2500	External providers have come in to deliver taster days with staff watching to up-skill – Lacrosse, Bollywood dancing, Paralympian mixed skills sessions, Clubbercise session, American Football sessions – all children within Y1-6 have taken part in every session.  Fitter Futures have continued to come in and all classes have recorded their own workouts to do in class and at home. This comprises at least 10 minutes of the 30 minutes a day. The following clubs have run in school time: Football, Tennis, Multi sports, Dance, Gym, Yoga/mindfulness, Tag Rugby, Speed Stacking, Gardening – 91% of children from Y1-6 have attended at least one of these clubs.  Maths of the day subscribed and being rolled out to all classes.  Deputy Head attended training to cascade to staff. Active maths day planned for Summer Term.	Continue to offer a wide range of clubs and a variety of experiences for children.  Promote Fitter Futures more clearly to parents to encourage activity at home.  Increase participation in clubs to include Reception class.
	<ul style="list-style-type: none"> <li>Staff/coaches to continue to offer a range of clubs (costs to cover paid clubs for some children where family circumstances require &amp; equipment for clubs, e.g. compost, new footballs)</li> </ul>	£400		Embed the use of Maths of the day in classes regularly. Hall timetable to reflect this.
	<ul style="list-style-type: none"> <li>Sports crew and SS to plan an active maths day and subscription to Maths of the day.</li> </ul>	£474		

	<ul style="list-style-type: none"> <li>Reflective bands provided to all children to encourage walking to school ( the locality has no street lights)</li> </ul>	£75	Children are safe walking in their locality.	These may have to be purchased each year as they are likely to be lost.
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**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:

25%

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>To sustain and build on attitude and enthusiasm for PE and sport.</p> <p>Children to deliver and run activities.</p> <p>Promote and share children’s achievement and sign post children and parents to clubs and events.</p> <p>Continue to actively blog sporting events and results via website/newspaper.</p>	<ul style="list-style-type: none"> <li>Achievements in Sport and PE both in and out of school are celebrated in assemblies, newsletters and school blog. Provide links on blog/parents to potential clubs.</li> <li>Adults to invite children to sporting clubs personally speaking to child and parent to help encourage and experience new activities.</li> <li>To support G and T children through sign posting/taster sessions/equipment etc.</li> <li>Support from TA to aid KS2 PE in the Autumn term to help effectively plan and differentiate lessons. TA to apply skills across the school in lunch time sessions</li> <li>To identify and order new/upgrade equipment/storage for PE</li> </ul>	<p>No cost</p> <p>No cost</p> <p>£200</p> <p>£1400</p> <p>£2500</p>	<p>Parental feedback has been positive. Achievements celebrated in assemblies and newsletters such as swimming and tag rugby festivals. Blog continues to be updated.</p> <p>91% attendance at clubs reflects this personal and targeted approach.</p> <p>Leaflets promoting a wide range of sporting activities outside of school are given to the children to inform parents.</p> <p>Lessons in Autumn term were effectively delivered and TA upskilled. Lunchtime sessions have proven popular and are also increasing activity levels each day (which also meets Indicator 1). Behaviour has improved as a result.</p> <p>We have invested heavily in storing equipment for a large range of</p>	<p>This will continue. Achieving our Gold sports award for the 4<sup>th</sup> year is widely celebrated. Governors and SLT have a commitment to continuing the high profile of sports throughout the school.</p> <p>This approach will continue as it is very successful in ensuring good participation levels.</p> <p>The sustainability here has been the transference of skills for the TA into the lunchtime situation. This will continue and other MSAs will be trained in turn.</p> <p>The storage chosen is metal and will be sustainable for many years.</p>

	equipment		<p>sports as well as playtime equipment and equipment to encourage movement and strength building in EYFS. However the old storage leaks and equipment is getting damaged.</p> <p><b>WIDER IMPACT</b> Children's concentration and attitude to learning has benefited from active breaks.</p> <p>Behaviour at lunchtimes has improved.</p> <p>Standards achieved in PE are rigorously tracked and achievement is good.</p> <p>Pupils are proud of their achievements and the Gold Award. This impacts positively on self esteem and confidence.</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:
				41%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continued Professional development of staff in teaching PE and sport.</p> <p>Continue to develop and sustain links between schools.</p>	<ul style="list-style-type: none"> <li>To review practice of PE and identify areas of weakness.</li> <li>Opportunities provided by NEHSSP for Subject leader training and support.</li> <li>NEHSSP coaches to support school staff as appropriate.</li> <li>Employ specialist coaches to deliver high level training (i.e gymnastic/swimming) with staff observing to be up-skilled. Links to outside clubs made.</li> <li>Reach out to other small schools to try and promote friendly competition.</li> </ul>	<p>No cost</p> <p>£750</p> <p>£400</p> <p>£5700</p>	<p>Practice has been reviewed. Staff felt that gymnastics and dance were areas of weakness, specialist coaches (as detailed below) have helped teachers gain confidence and knowledge.</p> <p>The PE leader and Deputy head have been to local training and, in addition, have received support specific to the school.</p> <p>Specialist coaches who work with us for several weeks have been very successful in both building a baseline standard and increasing the confidence knowledge and skills of all staff involved.</p> <p>We have attended 3 small schools friendly tournaments.</p> <p><b>WIDER IMPACT</b> Children show exceptionally positive attitudes to sport and PE</p> <p>Skill and knowledge of children has increased.</p>	<p>Teaching will continue to be reviewed to ensure specialist coaching is supporting areas where more knowledge is required.</p> <p>We will continue to be part of these groups next year as they provide a valuable source of support for the curriculum and specialist advice.</p> <p>100% of teachers have felt their practice has improved as a result of this investment. Governors and SLT therefore feel this is a worthwhile continued investment for sustainability and continuous professional development.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
<p>School focus with clarity on intended <b>impact on pupils:</b></p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Actions to achieve:</p> <ul style="list-style-type: none"> <li>• Subject leader to organise experience days to promote a range of sports.</li> <li>• Children continue to attend a range of events provided by NEHSSP.</li> <li>• KS2 Residential trip to offer further OAA.</li> <li>• Swimming sessions for all LKS2 children working in smaller groups and training teachers to deliver swimming lessons.</li> <li>• To purchase a new oven to help with cooking club and DT/healthy eating activities.</li> </ul>	<p>Funding allocated:</p> <p>see details in key indicator 1</p> <p>£1080 (travel)</p> <p>£500</p> <p>£495</p>	<p>Evidence and impact:</p> <p>See details in key indicator 1.</p> <p>As we are in a remote village location we can only take part in competitions &amp; events (such as the Mini Olympics) if we provide travel.</p> <p>LKS2 - 70% of children are now confident swimmers (no flotation help required, range of strokes etc). A new member of teaching staff has now been trained to deliver swimming lessons and understand the swimming strokes and how to teach them in progression. Smaller groups has helped us to achieve this.</p> <p>Healthy eating and cooking club have proven popular this year. This has extended the variety of cooking available to the pupils.</p>	<p>Sustainability and suggested next steps:</p> <p>Next year we will survey the children to what sports they would like to try.</p> <p>This will continue to be a planned investment as it supports our children's participation and wider curriculum objectives (realising we are part of a wider community).</p> <p>This teacher will be able to take a group confidently next year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0% (links to costs in other Key Indicators)
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 competitive sport	<ul style="list-style-type: none"> <li>• Children continue to attend a range of events provided by NEHSSP.</li> <li>• Sports crew to plan weekly activities at break time.</li> <li>• Encourage pupil voice of children to feedback and reflect on each event.</li> </ul>	As detailed above for membership and transport.	The children attended a range of events this year –tag rugby (KS2) and mini Olympics (all years) as well as some friendly football matches. The sports crew have worked with the lunchtime TA to plan mini competitions and activities. Pupils are able to articulate their feelings regarding competitions and have a healthy attitude to both winning and losing.	This will continue- see above.  Next year we will survey the children to what sports they would like to do at lunchtime.