



# Evidencing the Impact of Primary PE & Sport Premium

Guidance & Template



DEVELOPED BY:



# Evidencing the Impact of Primary PE and Sport Premium

Department for Education 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:**

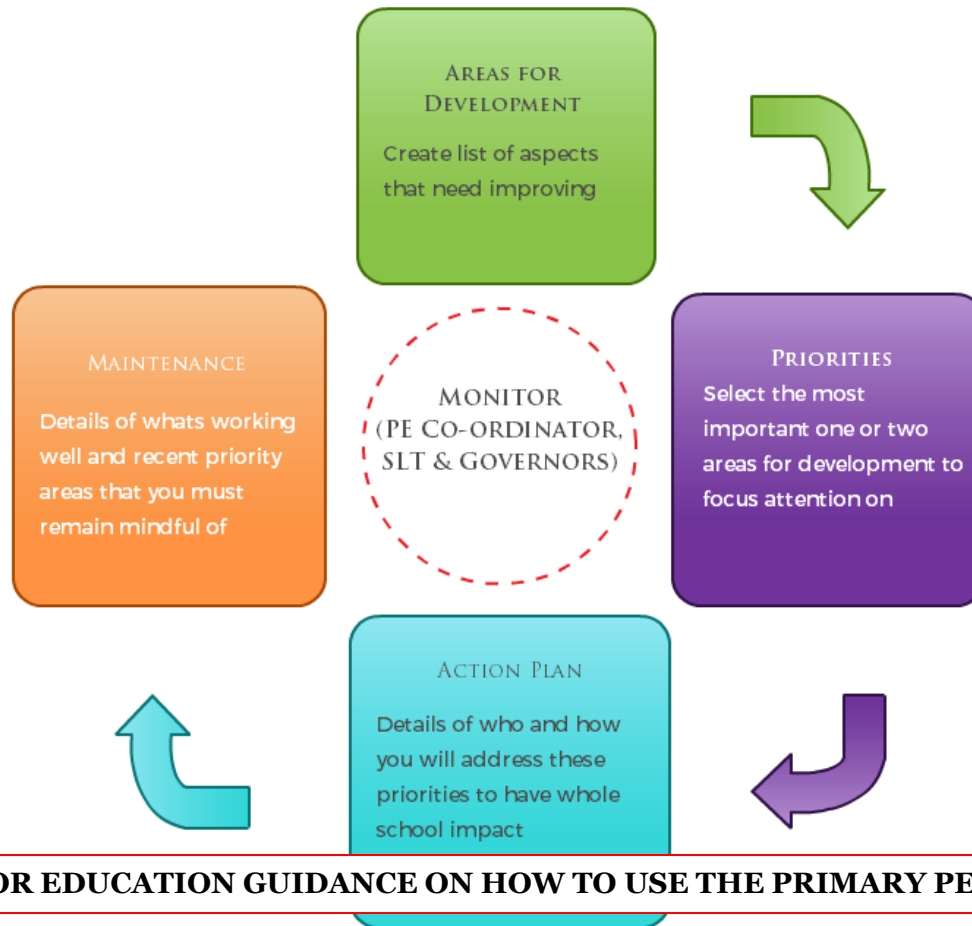
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience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

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible. We recommend that you upload the following **template** to your website to serve that purpose.

Primary Physical Education 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 (below): A process model to support your thinking:



**DEPARTMENT FOR EDUCATION GUIDANCE ON HOW TO USE THE PRIMARY PE AND SPORT**

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 1 – EVALUATION OF IMPACT/LEARNING TO**

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

Are your PE and sport premium spend and priorities included on your school website?

Yes

## SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2017/ 2018

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>Target children to increase physical activity levels at playtime</p> <ul style="list-style-type: none"> <li>• <b>Increase Competition opportunity for KS1</b></li>   <li>• Develop inclusive PE in our curriculum</li>   <li>• <b>To develop staff confidence in delivering Dance within the National Curriculum.</b></li> </ul>	<p>Developed a football pitch for pupils using a safety play surface, tarmacked a grass area to increase access and usage. Erected a fence to ensure the area is safe.</p> <p>KS1 pupils entered in some in house competitions for football and multi skills. It is great to see them getting involved in competition and would like to continue to increase this.</p> <p>Inclusive equipment has been purchased and we now have a wide range of equipment that is used to differentiate in PE.</p> <p>Subject Lead continually supported and up-skilled. This is working very well as it enables them to continuously pass on further knowledge to wider staff.</p>	<p>Yes. All children now have access to the area daily at all break times, children can play football in all weathers. 36 pupils now attend soccer training clubs. Children now access physical activities during all playtimes using resources sensibly.</p> <p>Yes. We intend to contact our local school games organiser to discuss KS1 competitions. Competitive sport is an excellent way of instilling British Values such as respect, tolerance, and fair play at an early age. Using sport to inspire, enthuse and educate children</p> <p>Yes. Inclusive equipment is a fantastic way of engaging All pupils in PE and provides a wide variety of ways to differentiate tasks. The new Athletics resources will be used effectively this summer 18.</p> <p>Yes. CPD is crucial to ensuring sustainability. Utilising invaluable</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

## Review of Spending 2017/18

PE and School Sport indicator	School Focus Impact on pupils	Actions to achieve	Planned funding £	Actual funding	Evidence	Impact on children April 18	Sustainability
1. the engagement of all pupils in regular physical activity- kick starting healthy lifestyles	Physical interventions for targeted pupils.  Pupils who need have been identified as needing physical literacy skills and physical activity in a small group.	PE lead to train LSP's to deliver high quality interventions. Baseline all children before intervention. Use new resources bought last year to engage children. Monitor and assess pupil progress.	1500	1677	Photos Lesson observations Pupil voice	100% of children made good-outstanding progress in handwriting. (fine motor skills) Children were tracked on Healthy active schools system (HASS) and 50% of physical activity levels increased.	LSP can continue intervention through targeted timetable for all year groups.
2the engagement of all pupils in regular physical activity- kick starting healthy lifestyles	Develop a football area for children to access at all break times	Increased physical activity A safe area to play football Team cooperation Children to participate in sport outside of school hours	£10,000	£15,535	Pupil voice	The area is used at all break times to play football. Participation in sport- 36 pupils now access football coaching outside of school hours	Area will be used every day
4. broader experience of a range of sports and activities offered to all pupils.	Trial tester sessions for a range of sports to encourage competitive sports within the curriculum.	Contact local sports clubs to come in for sessions to engage children. Demonstartions from	500	1500 ( 500 new resources)	Photos Lesson observations Pupil voice	100% of children through pupil voice enjoyed taster sessions. 53 children go swimming	Bought tennis equipment to teach key elements of the Sport in PE sessions.

		<p>students to inspire children</p> <ul style="list-style-type: none"> <li>• Hockey</li> <li>• High 5 netball</li> <li>• Tennis</li> <li>• Football</li> </ul>				<p>S4 have joined dance clubs 6 have joined gym clubs</p>	<p>Planned a meeting with staff from Tipton sports centre.</p>
<ul style="list-style-type: none"> <li>• increase confidence, knowledge and skills of all staff teaching PE and Sport.</li> </ul>	<p>Continue to develop staff cpd with teaching dance in the NC to ensure all new staff are confident.</p>	<p>PE Lead to train team teach with staff on dance and elements to a lesson. Team teaching with staff and helping to plan a series of lessons to show progression towards KS1 programme of study statement.</p>	1500	2500	<p>Effective leadership, high level of evidence in file. Effective team teaching Confidence of staff increased. New staff CPD needs met. Photos, videos. Lesson observations. Staff questionnaires.</p>	<p>100% staff confident at delivering Dance in the curriculum. 100% lesson observations are good/outstanding.  30 children take part in dances at the school summer Fayre.</p>	<p>Staff able to plan and teach a half term of dance in their own year groups. Medium term planned for Year groups to aid further planning for teachers who change year group.</p>
<p>1. the engagement of all pupils in regular physical activity- kick starting healthy lifestyles</p>	<p>Services purchased from WBA to support pupils with special needs..</p>	<p>Trainer and key staff work with pupils upon developing self esteem, gross motor and collaboration skills.</p>	2,000	£1, 875	<p>Pupil voice Baselines of physical fitness Staff questionnaires</p>	<p>EYFS Gross motor-100% progress Self esteem- 100% progress Participation- 86% all of the time, 1 child sometimes KS1 Gross motor-100% progress Self esteem- 100% progress Participation- 89% all of the time, 1 child sometimes</p>	<p>Staff to use skills developed to support pupils</p>



<p><b>2. the engagement of all pupils in regular physical activity- kick starting healthy lifestyles</b></p>	<p><b>Resources purchased to develop physical activity on school field</b></p>	<p><b>A range of resources to encourage physical activity. Athletics resources purchased</b></p>	<p><b>1,000</b></p>	<p><b>500</b></p>	<p><b>Pupil voice</b></p>	<p><b>Pupils active at dinnertimes, athletics opportunities for KS1 pupils.</b></p>	<p><b>Equipment can be used each year</b></p>
<p><b>1. the engagement of all pupils in regular physical activity- kick starting healthy lifestyles</b></p>	<p><b>Buying into cybercoach for increase physical participation during wet playtimes. Yoga training for CPD and Health and well-being. Healthy cooking club through school council to kick start healthy lifestyles</b></p>		<p><b>1500</b></p>	<p><b>2000</b></p>	<p><b>Pupil voice Interviews with school council Staff questionnaires</b></p>	<p><b>90% children in pupil voice say they enjoy cybercoach sessions in the hall during wet play. Children have created a healthy schools recipe book for all years to take from the trail cooking in cooking club.</b></p>	<p><b>Cybercoach activities and sessions copied by MSA's when laptop is not available so physically active playtimes continue. Continue cooking club to look at other healthy meals.</b></p>

Spending Plan April 2018/19

PE and School Sport indicator	School Focus Impact on pupils	Actions to achieve	Planned funding £	Actual funding	Evidence	Impact on children April 18	Sustainability
<ul style="list-style-type: none"> <li>the engagement of all pupils in regular physical activity- kick starting healthy lifestyles objectives 1/3/5/4</li> </ul>	Physical activities for pupils at playtime.	PE lead to train LSP and MSA's to organise promote and evaluate activities and resources.	2,000		Photos Pupil voice	Playground will rezoned Pupils involved in physical activity	LSP and MSA can continue intervention through targeted timetable for all year groups.
<ul style="list-style-type: none"> <li>the engagement of all pupils in regular physical activity- kick starting healthy lifestyles objectives 1/5/2</li> </ul>	Develop physical activity, self esteem, gross motor skills of SEN pupils	Increased physical activity Development of self esteem and gross motor skills	2,000		Pupil voice Lesson obs Observations of pupils by LSP	Gross motor skills developed Self and participation skills developed	Pupils access sport in class activities
<ul style="list-style-type: none"> <li>broader experience of a range of sports and activities offered to all pupils. Objectives 1/4/2/5</li> </ul>	Trial tester sessions for a range of sports to encourage competitive sports within the curriculum.	Taster sessions to engage children. <ul style="list-style-type: none"> <li>Tennis</li> <li>Skip2benefit</li> <li>Scooter skills</li> <li>Busy feet</li> <li>hockey</li> </ul> Cost of resources Skipping ropes Scooters Target games	4000		Photos Pupil voice Teacher observations	100% of children through pupil voice enjoyed taster sessions. Pupils access new resources in planned activities by teachers Pupils access clubs relating to sports outside of school	Bought new equipment to teach key elements of the Sport in PE sessions. Planned a meeting with staff from Tipton sports centre.
<ul style="list-style-type: none"> <li>increase confidence, knowledge</li> </ul>	Continue to develop staff cpd with teaching dance in the	PE Lead to train team teach with staff on	10,000 6,000 for Dance, games		Effective leadership, high	100% staff confident at delivering Dance in the curriculum.	Staff able to plan and teach a half term of dance/games and yoga

<p>and skills of all staff teaching PE and Sport. Objective 1/2/3</p>	<p>NC/games, yoga and forest school to ensure all new staff are confident.</p>	<p>dance and elements to a lesson. Team teaching with staff and helping to plan a series of lessons to show progression towards KS1 programme of study statement.</p>	<p>and Yoga sessions. 1 day per week  4,000 for Forest schools .5 day per week</p>		<p>level of evidence in file. Effective team teaching Confidence of staff increased. New staff CPD needs met. Photos, videos. Lesson observations. Staff questionnaires.</p>	<p>100% lesson observations are good/outstanding.  30 children take part in dances at the school summer Fayre.</p>	<p>in their own year groups. Medium term planned for Year groups to aid further planning for teachers who change year group.</p>
<p>• the engagement of all pupils in regular physical activity- kick starting healthy lifestyles Objective 1/2/</p>	<p>The School Council will lead upon a Healthy Cook Book and a How to Keep Fit Book</p>	<p>Each half term school council choose a healthy meal, a class make this and share their opinion. Put recipe into cook book. Pupils will trial keep fit activities and produce a booklet</p>	<p>2,000</p>		<p>Pupil voice Staff questionnaires</p>	<p>Collaboration of all pupils Research skills being healthy Booklets prepared</p>	<p>All involved in keeping healthy</p>