



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

Commissioned by  
**Department for Education**

Created by



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## Action Plan and Budget Tracking

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Active school's week raised the profile of health and daily physical activity.</li> <li>School sports week and local competitions have increased participation in competitive sport.</li> <li>All KS1 and KS2 children learnt about how to stay healthy, including diet and exercise, during their afternoon curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>→ Participation in extra-curricular activity has decreased throughout the year.</li> <li>→ The range of opportunities, both during curriculum and in addition, has narrowed.</li> <li>→ There is a lack of equipment available to broaden the range of opportunities.</li> <li>→ There are limited links between the school and local clubs and team.</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?	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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?	No

\*Schools may wish to provide this information in April, just before the publication deadline.

# Action Plan and Budget Tracking

<b>Academic Year:</b> 2018/19		<b>Total fund allocated:</b> £17,770		<b>Date Updated:</b>		
<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:	
					<b>0%</b>	
School focus with clarity on intended <b>impact on pupils:</b>		Actions to achieve:		Funding allocated:	Evidence and impact:	
<ul style="list-style-type: none"> <li>• Children have an improved understanding of healthy and active lifestyles.</li> <li>• Children have an increased opportunity to engage in regular physical activity.</li> <li>• Children enjoy participating in the range of regular physical activity.</li> <li>• Break time equipment and facilities encourage participation in regular activity.</li> <li>• Mini-leaders support delivery of active break and lunch time activities.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Develop the curriculum to ensure children are explicitly taught the importance of healthy lifestyles at an age related level (LH).</li> <li>➤ Staff training on opportunities to include physical activity within the current curriculum with support from the DCSSP (PC).</li> <li>➤ Awareness weeks to encourage participation in sports and healthy lifestyles (PC).</li> <li>➤ Mini-leaders trained to provide structured physical activity through the DCSSP (PC).</li> <li>➤ Audit the playtime equipment used and share with school council for additional equipment (PC).</li> </ul>		n/a	<ul style="list-style-type: none"> <li>➔ School curriculum and teacher’s planning shows evidence of healthy lifestyle teaching.</li> <li>➔ Books demonstrate engagement with explicit healthy lifestyle teaching.</li> <li>➔ The number of children participating in extra-curricular physical activity has increased.</li> <li>➔ School council reports more enjoyment and areas for future development of regular physical activity.</li> </ul>	Sustainability and suggested next steps:  <ul style="list-style-type: none"> <li>↑ Agree a set week each year to maintain the profile of ‘active school week’.</li> <li>↑ Ensure the curriculum coverage is met through book looks and curriculum monitoring.</li> <li>↑ Mini-leaders to train the year 5 during summer term in order to develop the skills for the following year.</li> </ul>

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:
				45 %
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Children have more opportunities to use PE across the curriculum through improved staff awareness of opportunities.</li> <li>Children show more engagement in PE and Sport through the profile of the school's facilities.</li> <li>School sports week engages and excites children to participate in a broad range of activities all week.</li> <li>Active school week promotes enjoyment of DPA in the classroom.</li> <li>The school's learning attitudes, especially teamwork and resilience, are developed using PE as the tool.</li> </ul>	<ul style="list-style-type: none"> <li>Final payments for artificial pitch, outdoor frames and trim trail (MM).</li> <li>Maths of the Day shared as a tool for maths intervention and repeated practice (PC).</li> <li>Exemplification shared of PE across the wider curriculum to build a bank of ideas for staff (PC).</li> <li>Set a date and plan active school week.</li> <li>Plan school sports week using teachers as champions of their new sports training.</li> <li>Contact local clubs about the possibility of assemblies and taster sessions during school sports week.</li> <li>Celebrate competitions, both in school and external, in classes and assemblies.</li> </ul>	<b>£8,000</b>	<ul style="list-style-type: none"> <li>Exemplification bank is readily available.</li> <li>Wider curriculum books show use of PE across the curriculum.</li> <li>Staff feedback and evaluation on impact of Maths of the Day.</li> <li>Staff show increased confidence to include PE across the wider curriculum.</li> <li>Positive attitudes towards PE shown through increased participation.</li> <li>Increased resilience and co-operation is evident in core lessons and recorded through 'rockstars' and 'rock badges'.</li> </ul>	<ul style="list-style-type: none"> <li>Maintenance of artificial pitch and outdoor facilities to be consistent.</li> <li>Cross-phase interventions based on basic skills using M.O.T.D.</li> <li>Formalise links with local clubs and sports teams.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>All children participate in engaging PE lessons.</li> <li>Staff are confident to deliver a range of activities that develop the core skills of PE.</li> <li>Staff are aware of PD opportunities through the school sports partnership.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting to support/model use of Derby City SSP planning (PC).</li> <li>Mentoring, as required, for staff with limited confidence to deliver PE (PC).</li> <li>Sharing of physical literacy as a tool for assessment (PC).</li> <li>Develop staff knowledge of the core skills in PE and how these can be developed.</li> <li>Trial a method of assessment of these core skills to demonstrate progress through increased staff knowledge and confidence.</li> </ul>	<p><b>£5000</b></p>	<ul style="list-style-type: none"> <li>Staff feedback and evaluation of planning support tools.</li> <li>Informal learning walks of PE lessons.</li> <li>Lessons focus on developing children's physical literacy.</li> <li>All children regularly participate in PE lessons.</li> <li>Children's assessment and tracking.</li> </ul>	<ul style="list-style-type: none"> <li>Staff champions to share knowledge and planning to broaden the curriculum.</li> <li>Staff are aware of phase specific team members that can support with PE planning and ideas.</li> <li>Critique and further develop the assessment tool for 'roll out' across the KS1 and KS2 teams.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increased opportunity for children to experience new and varied sports through specialist support in PE lessons.</li> <li>Staff champion sports during sports week to allow all children to participate in new activities.</li> </ul>	<ul style="list-style-type: none"> <li>Support from Premier Sport to introduce new sports to each phase and provide competitions following teaching to measure progress.</li> <li>Increase the availability of equipment in order to deliver the new, broader range of opportunities.</li> <li>Competitions across the phases to be guided by Premier Sport in order to show progress and raise enjoyment.</li> </ul>	<p><b>£5,000</b></p>	<ul style="list-style-type: none"> <li>Staff feedback on the variety of equipment and their confidence in sports.</li> <li>Record of competitions to show progress and enjoyment in sports.</li> <li>School council minutes show children's excitement for sports and competitions between classes.</li> <li>Increased participation in new activities during extra-curricular times.</li> <li>Increased participation in local sports clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Club links to follow on from specialist support.</li> <li>Club links for other sports to be shared in assemblies and taster days.</li> <li>Staff to share their learning as 'champions' of new activities to broaden the whole school's offer.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Opportunity for children to participate in intra-school competition on a regular basis.</li> <li>• Increased opportunity for children to engage in inter-school competition.</li> <li>• Developing links with local sports teams to sign-post children to opportunities for competitive sport.</li> <li>• Children have the opportunity to take part in a wide range of competitions with other primary schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ Premier Sport to launch after-school clubs on one day each half-term.</li> <li>➤ Assemblies to promote interest.</li> <li>➤ Share success stories of competitions between local schools following after school clubs.</li> <li>➤ Share DCSSP competitions calendar with all staff and classes.</li> </ul>	<p><b>£1,620</b></p>	<ul style="list-style-type: none"> <li>➔ Registers show active participation in the clubs.</li> <li>➔ Children report pride and enjoyment in competing for their school.</li> <li>➔ Positive attitudes towards completion during school sports week.</li> <li>➔ Increased participation for local sports teams.</li> </ul>	<ul style="list-style-type: none"> <li>↑ Create links with local and cluster schools to host competitions for school teams.</li> <li>↑ Through formalized links with local clubs and teams, assess possibility of specialist ran competitions across local schools.</li> </ul>

Created by:  association for Physical Education  YOUTH SPORT TRUST

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