



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](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:
<ul style="list-style-type: none"> • Increase entry and participation into competition at various sporting venues. • Increase in range of after school clubs offered. • Increase in staff CPD through qualified coaches teaching a block of PE alongside teachers. • Increased physical activity for all children. <p>Sports Premium £18,940</p>	<ul style="list-style-type: none"> • To target each child achieving 30 minutes of physical activity per day by further developing active lunchtimes – zoning of playgrounds and productive use of play leaders, staff use of maths of the day and introduction of Beat your Best challenges across school. • The profile of PE and Sport continued to be raised across school as a tool for whole school improvement – use of PE funding to target groups of children. • To continue the upskilling of staff through CPD opportunities and use of external coaches during curriculum sessions. • To continue to offer children a broader range of sporting activities. • To raise the profile of health and well-being as part of whole school improvement plans.

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?	Stating ability 16% Finishing ability 48%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	48%

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?	Yes/No Not in the last academic year
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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: £	Date Updated:		
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:
<ul style="list-style-type: none"> Increase the level of physical activity of all pupils to address the extra 30 minutes 	<ul style="list-style-type: none"> Purchase Maths of the day resource. Improve and develop active lunchtimes. Whole school hoola hoop taster day – with the plan of one lunchtime a week to be a hoola hoop lunchtime. Purchase of hoola hoops for lunchtimes. Increase of lunchtime clubs. Introduction to whole school of Beat Your Best challenge. 	£595 £3,000 Forge Elite package Printing costs to be confirmed £395 TBC	<ul style="list-style-type: none"> Maths sessions to become more physically active where possible – staff to fill out a simple questionnaire on the effectiveness of the resource and note children’s responses to it. MOTD monitor school usage of the resource and contact if level of access decreases. <p><i>Already Y2 have continued to access the resource regularly to support the teaching of maths and promote PA.</i></p> <ul style="list-style-type: none"> Lunchtimes to be more active with Luke from Forge already working with and will work with a total 20 Play leaders over the academic year training them on how to effectively lead activities at lunch time. Discussions with Luke and Dianne Play Leader to assess how this is going. Playground to be zoned to promote all aspects of health and physical well-being. Increased variety of clubs run at lunch time. Staff to volunteer where possible to offer various experiences. <p><i>Time table in place for the year detailing lunch and after school clubs.</i></p>	<ul style="list-style-type: none"> Yearly subscription to MOTD while funding in place. Planning kept by class teachers from the online resources. Lunchtime supervisors and playmakers to carry on with setting up and delivery of activities at lunchtimes. School council to be involved with the zoning of the playground. Staff volunteer for clubs. Registers taken or list of children’s names provided to SLT to monitor access.

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:
<ul style="list-style-type: none"> • Improve key skills and fluency in maths. • Improve attendance by raising the profile of physically active children. • Improve links with parents and raise the profile of leading a healthy lifestyle. • Over time improve attendance, behavior choices and attitudes towards learning by raising the profile of healthy snacks and pack lunches and the impact these have on children's lifestyles and life choices. 	<ul style="list-style-type: none"> • Check all teachers are accessing maths of the day and include it on planning. Check logins and sort new logins for new staff members. • Increase the number and variety of extra-curricular clubs. • Introduce Beat your Best challenge across school. • Contact Chris Why Weight Sheffield to arrange health program for Y4 children. • Arrange for SUFC to work with Y5 children on Move to learn project. • Work with key staff, children and families on developing healthy snacks and pack lunches ethos. • Contact and arrange for SWFC women coaches to be in school for half a term to target 20 girls across Y3-6 on reading, writing and PE football skills. • Change 4 life club to run at lunchtimes from Autumn 2 with Luke from Forge and a select number of play leaders with the aim of targeting groups of inactive children. • Arrange for a week of whole school healthy snacks where children can go to the daily snack bar and try different fruits. • Arrange for school council to collect information from children about the different fruits/snacks that they tried. • Arrange a parent consultation to tackle the issue of snacks and healthy pack lunches. 	<p>£595</p> <p>TBC</p> <p>TBC</p> <p>£650</p> <p>TBC</p> <p>£400</p> <p>TBC</p>	<ul style="list-style-type: none"> • Teachers have logins and are using maths of the day, which is evident in weekly planning. Obtain comments from staff regards to impact. • Children to be more active during maths lessons – quotes from children. • Increased number of children being active at lunchtimes – clubs and attendance registers to evidence who attends, quotes from children about the clubs. • Registers to be taken and kept of all children attending afterschool sports clubs and competitions. Information about individuals is further broken down into PP, FSM, SEN. Quotes from children to be taken about impact the clubs have made on them. • Why weight programme to start with Y4 after Easter parents will be invited in on week 3 to take part in a session which involves looking at snacks and how to change snacks to be more healthy. • Forge to provide a coach on a Monday lunchtime to begin to develop a change4life club and work with play leader and maker – least active children to attend. Comments from children after their block with Luke. • Donna to support whole school free snack taster week. New snacks/fruits for children to be purchased for children to try 	<ul style="list-style-type: none"> • Monitor the impact the change4 life club is having on children & develop it – who attends and what they think. • Track the girls involved with SWFC – look if attendance is better during the time they work with the club. Ask the children what impact the session has had on confidence and engagement with sport. • Write a new healthy school policy to be followed after the consultation period. School in time to be a healthier place with regards to snacks and pack lunches.

			<p>over the week.</p> <ul style="list-style-type: none"> • School council to assess the impact and take feedback from children and ask classes what the children thought to new food groups. • Consultation with parents advertised to discuss healthy snacks and pack lunches. Parents to work with school to come up with ideas and ethos about what healthy snacks and pack lunches mean. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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"> To upskill teachers by offering CPD and by communicating with staff about CPD needs in order to improve and raise the standard of teaching in PE and Sport 	<ul style="list-style-type: none"> Forge package SUFC package Dazzle dance Possible Ruggerds package for school Possible Yoga Stars for school Email staff CPD opportunities when they arise and arrange cover for this where needed. Orienteering coaching block and competition Investigate purchase of imoves and arrange a staff meeting to support staff in the use of the program. 	<p>£3,000 £2,490 TBC £150 TBC</p>	<ul style="list-style-type: none"> All teachers emailed the curriculum coverage for the academic year beginning of September. Staff are given the opportunity to make requests for curriculum support for CPD. <p><i>No staff requested support at the beginning of the year. Another email to be sent offering support in Autumn 2.</i></p> <ul style="list-style-type: none"> Forge timetable planned for curriculum support – copy kept in folder & on staffshare. SUFC timetabled and shared with staff – copy kept in PE folder and on staffshare. Dazzle dance to be arranged for Year 3 – Year3 children demonstrate skills learnt at the planned Movement Festival at the end of Spring term 2 – comments to be taken from staff, children and parents on the impact this has had on children. RuggerEds to be back in school – at least one year group to have had curriculum support with the coaches. One year group to have received a block of orienteering coaching – children to enter a competition. Teacher who receives the coaching block to use and practise skills the following year so that competition can be entered again. Comments from children and staff on impact made. Staff meeting introducing/clarifying with/to staff the use of imoves 	<ul style="list-style-type: none"> Presence of teachers non-negotiable during sessions for CPD benefit. Purchase of imoves to continue to support the development of staff – ensures progression and development of key skills across school. As teachers become more confident they will become less reliant on the imoves clips. Continued use of external coaches to support staff where possible to continue to develop staff skills.

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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Increase the range of Sports offered to children in school 	<ul style="list-style-type: none"> Forge package SUFC package Dazzle dance DE Sportz&Dance Excel Martial Arts Possible Ruggerds package for school Family Fit Fun day Progressive sports Yoga stars 	<p>£3,000 £ TBC TBC TBC TBC TBC TBC</p>	<ul style="list-style-type: none"> Through the Forge package a number of after school clubs have been arranged. As part of the SUFC package targeted groups of children have been planned for. DE sportz& dance are planned in for dodgeball, cheerleading & Zumba this year. Dazzle dance are going to be invited back to deliver dance with a cross curricular link to MFL. Excel Martial Arts and Ruggereds are being planned for to return to school. They both have specific core values about developing the whole child. Another family fit fun day is being planned for National School Sports week where children and families will have the opportunity to try out new activities which may lead to some club links for some children. Other activities for children to experience that week are also being planned. Yoga stars to contacted to discuss a package to work with children. <p>Evidence and impact to be collected through children, staff and parent comments and photographs for the Fit 4 life board in the school hall.</p>	<ul style="list-style-type: none"> Where possible continue to fund and bring in coaches to deliver clubs that offer new experiences for children. Where possible current staff to run after school/extra curricular activities Maintain links with organisations who support school during the Family Fit Fun day.

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:
<ul style="list-style-type: none"> Increase the number of children representing school at competition. 	<ul style="list-style-type: none"> Entry into School Games competitions (Forge) Entry into SFSS Enter virtual competitions through Forge Discuss with Forge which competitions lend themselves to entering A/B teams and how as a school we go about doing this. Arrangement of coaches to venues. Cover where necessary to release staff to take children to competitions. Look at a possible new way of delivering a school games day – how can it be more competitive? 	<p>£3,000</p> <p>£50</p> <p>TBC</p> <p>TBC</p> <p>TBC</p>	<ul style="list-style-type: none"> Forge competitions entered. Include a new virtual one – hockey. Registers taken of children entering competitions. Find out from children when it is their first competition with school. Children who have been to competitions before to make comments about how they might have improved. Discuss and begin to make plans about sports day. Possibly refer to school council to find out what children think about the school games day. Find out from parents their thoughts and feelings about school games day – how would they like this to look? <p>Registers to be kept by school admin team. Photo's and children's comments to be put on display on the designated board in the hall. Supporting teachers who go to competitions to find out from children if it is their first competition and make comments about children's thoughts. Teacher's to inform PE lead of children's successes and conduct.</p>	<ul style="list-style-type: none"> More children feeling confident about competitions and wanting to compete. Relationships with other schools attending competition formed. New format for future school games day to be tested.