



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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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:
<p>Last year the Sports Premium Grant was used to develop the role of our sports coach- achieved with active lunchtimes and playtimes, supporting PE lessons and leading after school clubs. New resources have been purchased to encourage active play.</p> <p>Staff put forward their requests for areas they needed support with- in-house training was tailored to their needs and delivered to support all staff.</p> <p>Subscription to an outside agency (premier well-being) to promote the health and well-being of pupils, potentially improving their educational outcomes as well as their health.</p> <p>New fixtures have been added to the playground to promote physical activity and exercise.</p>	<ul style="list-style-type: none"> <li>- Further develop the role of sports coach: increase clubs to offer a range of before and after school clubs.</li> <li>- Staff are more competent and confident teaching PE after in-house training but would like further CPD with opportunities to watch model lessons and team teach.</li> <li>- Continue to work with Premier Well-being to offer further support with the teaching of PE, clubs and lunchtime provision- initiate Golden Mile as part of the KS1 timetable.</li> <li>- Continue to invest in a range of equipment to encourage active play during all playtimes.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A

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
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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: 2018/19		Total fund allocated: £17,800		Date Updated: 21/12/18	
<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: 4.49%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Incorporate 'fitness' into the KS1 timetable as a daily feature to ensure all pupils are involved in regular physical activity daily.	Subscribe to the Golden Mile and upload each class ready to be tracked. Sports coach to track each class and input data.	£800	All children in KS1 take part in daily exercise opportunities- they will be rewarded with certificates and are enthusiastic about increasing their physical activity.	Fitness will continue to feature in our timetable and tracking by our Sports Coach will enable us to use the data to target groups of children with the aim to increase their physical activity.	
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation: 5.61%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Encouraging our children to develop lively, imaginative, enquiring minds and healthy bodies. PE to be taught cross-curricular with links to Science and healthy living.	Teach children throughout the whole school the idea of physical, social and emotional well-being. Invest time in ensuring the children understand the relationship between a happy, healthy mind and their emotional, physical well-being.	£1000	Used an outside agency at the end of the last academic year to deliver sessions on healthy eating and well-being. The content of these were embraced by teachers to provide coverage on these themes in PSHE, PE and Science.	Work with the PSHE coordinator to continue to promote the physical and emotional health and well-being. Collaborate with staff to measure the health and well-being of our children as a tool for whole school improvement.	

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				16.85%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
CPD in place for Premier Well-being to support teachers with the delivery of Dance and Games. Model lessons will be delivered and teachers are then expected to teach PE to the same standard- incorporating what they learn along the way. Thus children will experience improved lessons with staff that have increased confidence, knowledge and skills in the subject.	Arrange for a suitable sports leader to demonstrate how to teach, plan for and deliver games and dance. Focus on how to keep children as active and as engaged as possible. Ask staff to complete questionnaires before and after CPD.	£3000	Teachers are more confident and passionate about the subject. The children are enjoying lessons more after experiencing new and innovative styles of teaching as opposed to conventional lessons. Questionnaires show measurable impact with staff having increased confidence, knowledge and skills in teaching PE and sport.	Work with Premier to suggest next steps for our school with a focus on raising the profile of PE in our school, supporting the teaching staff with their confidence, knowledge and skills.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				44.94%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Increased hours of sports coach to offer a broader range of before and after school clubs. Clubs offered to all children and changed half-termly to ensure all children have the chance to attend. Sports coach to set up activities to promote physical activity during lunch time and playtime. Use Premier well-being to deliver street dance club as an additional option. Our Gymnastic coach will pair up with our sports coach twice a week so that we can double the size of clubs for those days.	Choice of clubs to change each half term to ensure children have a wide range to choose from and numbers are full.	£8000	Clubs have been revised each half term to promote popularity and choice.  Street dance has been very popular with numbers at capacity.  Clubs continue to serve as an effective means of providing a broader experience of sports and activities.  Flexibility for parents and children by providing morning and after school clubs.	Invest in specialist equipment to provide clubs like archery.  Target groups of children who need further physical activity to attend clubs.

			Continued employment of Sports Coach to provide before and after clubs proven successful.	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 28.08%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
In addition to health week and sports day, work towards to in-house competition as first steps to increased participation in competitive sports.  Sports coach to encourage healthy competition between groups of children who attend before and after school clubs.	Year groups to host competition between classes based on current PE unit (e.g. throwing & catching= rounders) Each class throughout school to work in groups, practicing races and to compete against each other on Sport's Day.	£5000	Staff received training through gymnastic coach- focus and suggestions on how to increase participation in competitive sports.  Continued employment of Sports coach and Gymnastic coach used to encourage healthy competition within clubs.	Continue to host in-house competitive sports. Arrange competition between groups of children who attend sports clubs. Build links with other schools and invite them to compete against our school.