



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"> -enabling staff to teach to a good standard. - providing opportunities for competition and participating in cluster sports -providing a broader curriculum -developing NPETCS staff to support the teaching of P.E. | <ul style="list-style-type: none"> -develop greater assessment and monitoring of school sport and P.E. - develop subject leader’s knowledge and understanding of leading P.E. - raise the profile of school sport and P.E. - develop stronger community sports links to help children sustain their interest in P.E. and sport. -support staff in CPD for gymnastics and invasion games |

| 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? | % N/A |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % N/A |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % 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 over and above the national curriculum requirements. Have you used it in this way? | Yes/ No |

*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: £17,199 | | Date Updated: 23.3.18 | |
|---|---|-------------------------------|---|---|--|
| 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: 9% (see end of table) |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Play-worker to be employed to lead activities at break and lunchtimes to encourage active play. This is intended to provide more physical challenges at break times and to reduce behavioural issues on the playground. | Play leader employed on a regular basis. Provide resources for play-worker to enhance the children’s physical activity, motor skills and confidence. | 733 | ¼ of children on roll engaging with play-worker at anyone time during each session. This session enables AGT children to work as junior play leaders to develop their P.E. leadership skills. Behavioural issues at break and lunchtime have lessened due to children being directed to activities and engaged in meaningful play. | Continue with play-worker role to ensure physical activity levels increase and junior playleaders have opportunities to develop their skills further. | |
| Equipment and resourcing. This is intended to provide more support and challenge in lessons to all children to enable them to make progress and develop self-esteem to participate in sport. | Purchase a wider range of equipment for lessons. | 815.63 | Children are offered a wider range of equipment and sports at break times and lesson times to support and challenge their learning and skills, such as different sized and textured balls. | This equipment needs to be continually planned for and used in lessons to ensure that children develop a greater range of skills and understanding of sports. | |
| 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: 10% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |

| | | | | |
|---|---|---------------------------|---|--|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 20% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Employ sports coach to support the teaching of P.E. and to provide CPD for teaching staff. The intended impact is to ensure that staff are well trained and equipped to provide challenging lessons for children where they can thrive and make good progress. Subject leader to attend level national qualification (see indicator 2 for detail and cost) | To encourage confidence in all staff in the teaching of P.E., especially gymnastics and invasion games (areas identified by staff survey as needing CPD input). | 3500 | All staff are teaching P.E. (including NPETCS) with greater confidence and the quality of staff led P.E. lessons has improved. Staff feel more confident and better equipped with skills and ideas to teach lessons without the P.E. coach. Children have benefited from specialist teaching in gymnastics and rugby. | To continue in the summer term and into next year to ensure that staff remain upskilled and to upskill and support NQT starting in September. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 1% (see end of table) |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Additional achievements: Employ a P.E. coach (see indicator 1 for detail and cost) and provide time for him to lead a club. Football coach to lead football club sessions. Intended impact is to encourage children who don't have any link to football to take part in a skilled sport. | Staff member who is FA qualified to lead a football club to encourage more children to participate in football. | 125 | Multi-sports club enables children to experience a wider range of sports as well as develop transferable skills. More girls participating in football who have gone on to play for local football club. | Next year to look at building on these clubs and to offer more that introduce children to different sports and activities that are available in the local area and to make links with local providers and clubs. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|--|
| | | | | 1% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Cluster sports organizer (Sara Worley) The intended impact is to ensure that opportunities are known about for competitive sport in the local area. | Pay into cluster sports scheme to enable school to qualify for local and county competitions and to make links with other cluster schools and share good practice. | 265 | Children were able to take part in Key Steps Gymnastics and represent the school at cluster dance and multiskills festivals. | Continue to pay into cluster sports to ensure that children have the opportunity to take part in competitions. |
| Release time for staff to take children to participate in school sports competitions. | | 492 | As above. Children had the confidence to participate in the competition, work with specialist gymnastics coaches and experience specialist gymnastics equipment and activities in a gym club setting. | Enter gym competition again to enable a new group of children to experience this opportunity. |

Total current spend: £7698.63

Proposed spend outstanding: Climbing wall for outdoor area: £6000 Key Indicator 1 – activity for all
Climbing wall experience: £2000 Key Indicator 4 – introducing a new physical activity
P.E. coach Summer Term: £1500 – Key Indicator 4 – introducing more sports

Following this spend the total % for these indicators will be:

Key indicator 1: 44%

Key indicator 4: 21%