



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 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 resources to support planning and assessment -raising the profile of school PE 	<ul style="list-style-type: none"> - develop stronger community sports links to help children sustain their interest in P.E. and sport. -support staff in CPD for dance.

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?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	No

Academic Year: 2018-19		Total fund allocated: £16000		Date Updated: July 2019	
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:	
Equipment resourcing and updating	Discuss with staff following input during the year what they would like to have to enhance their teaching following the CPD input planned for the year.	£440.44	Children are able to take part in the gymnastics, rugby, tennis and athletics activities that they have been introduced to over the course of the year. They have helped to decide which activities and resources they wish to continue with in their learning. “I want to play more cricket” Y5 “Can we do archery again?” Y3 “We need more balls to practice catching to get us better at it” Y1	Staff have the resources to continue to teach the sports and activities that the children have enjoyed and responded well to this academic year. 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.	
Forest Schools activity days for all children	Book WG to support and lead forest school days.	£800	All children have taken part in outdoor days aimed at looking at how the curriculum can be taken outdoors - focus on activity and wellbeing – stress free environments and activities that have developed resilience and confidence.	Repeat activities to build staff confidence teaching outside the classroom and making all learning active.	
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:	

<p>Subject leader time to help develop the subject and profile within school and to help develop planning and assessment in P.E.</p> <p>Subject lead to attend P.E. Conference</p>	<p>Subject lead worked with staff from all three schools to develop the P.E. plan and vision for the schools.</p> <p>Book.</p>	<p>£74</p> <p>£62.50</p>	<p>Clearer vision and understanding of how P.E. will be delivered over the coming year.</p> <p>Conference attended. Ideas and resources used / purchased, including Get Set 4 PE.</p>	<p>Subject lead now working across all 2 trust schools. Release time to be organized in 2019-20</p> <p>P.E. coordinator to continue in role next year to continue to support staff and P.E. profile in school.</p> <p>Curriculum needs to be continually monitored and developed further to ensure progression of learning.</p> <p>Attend the conference in 2019.</p>
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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:
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.	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).	£2240	Staff feel more confident teaching P.E. and have support in place through sports coach. Children have been introduced to a wider range of sports and activities. "I like doing rugby with Tim, it is fun and it makes me work hard!" Y2 "I like gymnastics, most when we go on the equipment" Y1	Next year, the coach will support the lessons which will (with the exception of the NQT starting in September) be taught by the class teacher, using the knowledge gained over the last 2 years. Coach to support planning and take AGT pupils to extend them during the sessions.
Gymnastics course for staff (an area outlined by staff that they feel more challenged teaching		£125	Staff questionnaire following session showed staff confidence had improved. Staff had new ideas for hall layout and extending activities. All staff enjoyed the session.	Staff to continue to request CPD that they need. NQT to attend the same training in September at another Trust school. Dance input to be investigated for next year.
Purchase Getset4PE	To support planning for progression and KS2 teaching specifically.	£394.20	Staff teaching KS2 P.E. have used GetSet4PE alongside their own planning to support and enhance the provision. Children introduced to new activities such as Yoga (all children completed a yoga story session at the end of a P.E. subject day). Staff able to plan progression for skills and learning more effectively for mixed year groups using the progression tools.	Purchase a 3 year programme, and roll out in other trust schools.

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:
Football coach to lead football club sessions, skipping coach and netball coach. Intended impact is that more children will join physical activity clubs to develop skills and self esteem. We have a Zumba club run by a staff member.	Staff member who is FA qualified to lead a football club to encourage more children to participate in football. Seek out coaches to support other interests of children.	£800	Over-subscribed P.E. clubs – Football, yoga, Zumba and rounders. All children have had the opportunity to take part in these over the course of the year. “Rounders is fun!” Y6 “I scored my first ever rounder” Y2 “Is Mrs Moore coming for more football?” Y3 Several children incorporated Zumba into their Aslacton’s got talent dances. “Can we do yoga?” YR in daily exercise.	Continue to develop the sports provision that is provided in club form.
Enhanced OAA opportunities to build on skills learned in curriculum time	Ensure that all children have the opportunity to take part in OAA activities by providing necessary	£584.40	The impact was enhanced team building skills for the children involved. All of the children experienced activities which could not be resourced in school. “We did climbing, I was good but it was a bit scary!” Y4	Look at ways that OAA can be built into the curriculum next year.
Tennis workshop		£80	All children were introduced to tennis in a short workshop as part of outdoor week. Children have requested tennis equipment throughout the year at break and lunchtimes. This has taken the	Investigate having more permanent nets on the playground to better encourage this.

6 weeks of Premier Sport taster sport sessions.		£648	<p>focus away from very competitive football that had become exclusive on the playground.</p> <p>All children experienced archery, Danish longball, handball, lacrosse, fencing and ultimate Frisbee. The children have requested longball and Frisbee in subsequent lessons, and our P.E. day was based around this. The children in all years have been enthused by new sports.</p> <p>“Danish long ball was fun” (Most children!)</p> <p>“I thought archery was good – I got better at hitting the target” Y4</p> <p>“We can use out Frisbee skills (throwing hats onto a hatstand at family fun night!)” Y6</p> <p>“We have to stand like this (on guard position) and then point to our partner” YR</p>	Investigate lunchtime club provided by Premier to continue to develop these skills and sports.
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Key indicator 5: Increased participation in competitive 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:
<p>Cluster sports organizer</p> <p>The intended impact is to ensure that opportunities are known about for competitive sport in the local area.</p> <p>Attendance at Cluster and county</p>	<p>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.</p>	<p>£270</p> <p>£340</p>	<p>Children were able to represent the school at cluster cricket and athletics.</p> <p>“We didn’t do very well, but it was so much fun!!” Y6</p>	<p>Continue to pay into cluster sports to ensure that children have the opportunity to take part in competitions. Continue to take children to competitions.</p>

<p>events</p> <p>Inter Trust competition</p>	<p>Arrange visits with WW and MF.</p>	<p>Costs funded by schools visiting us.</p>	<p>Children experienced sports such as athletics and Danish long ball with other children, teaching the latter to visiting schools from the trust. The children enjoyed showing their skills and developed the confidence to demonstrate and teach others. "Are they coming back to do that again?" Yr1</p>	<p>Plan to visit other trust schools to share expertise and ideas and meet more children through sport.</p>
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