



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 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:
Staff CPD – based on outcomes of staff surveys, Gymnastics and Dance were the focus for this year, both through a specialist session and coaching input in curriculum times.	Lunchtimes remain an area where support is needed to encourage quality activity.

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

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

Academic Year: 2018-19	Total fund allocated: £17100	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:
<p>Equipment and resourcing: Purchase more cricket equipment to continue the teaching provided by All Stars Cricket coaching during 2017-18.</p> <p>Purchase Tri-Golf equipment to enable a new sport to be taught and to enable children to take part in tri-golf tournament.</p> <p>Replace tennis balls</p> <p>Replace and enhance break and lunchtime equipment</p> <p>Primary Energise membership</p>	<p>Work with Russell – Cricket coach from All Starts to assess equipment owned and required to enable the staff continue to teach cricket after the free sessions end</p> <p>Source and order. Arrange to attend festival to learn to play.</p> <p>Purchase equipment in consultation with staff</p> <p>Purchase resource</p>	<p>£85</p> <p>£74</p> <p>£325</p> <p>£72</p>	<p>Equipment will enable the staff to continue the CPD they have received through All Stars input into their teaching. “Cricket is really fun!” “ I can hit the ball!” Year R.</p> <p>As this tournament did not take place this year, it has been decided not to purchase this equipment this year.</p> <p>Children have been able to participate in a wider range of ball skills and sports with better quality equipment.</p> <p>This enabled all children to take part in daily activity in their classrooms as well as learning nursery rhymes and popular chants. All children responded well and engaged in 15 mins of activity each day. “I liked doing the bones one – it was funny and made me concentrate!” Year 1</p>	<p>Enabling the quality of ball/cricket skills to continue beyond external input. 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.</p> <p>Consider for 2019-2020</p> <p>This resource no longer exists – search for an equivalent to engage and stimulate the children.</p>

P.E. kits	Purchase P.E. kits for spares across the whole school.	£179.45	All children are able to take part regardless of their circumstances as all year groups have 10 sets of school Kit that can be lent. Staff have found that the children are keen to participate when provided with kit.	Staff have requested more trainers to enable more outdoor PE.
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:
Maintain AfPE membership	Renew membership in November	£91	Subject leader kept up to date on changes in P.E. curriculum and funding	Purchase next year

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>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.</p> <p>Gymnastics course for staff (an area outlined by staff that they feel more challenged teaching</p>	<p>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).</p>	<p>£3080</p> <p>£125</p>	<p>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.</p> <p>Staff questionnaire following session showed staff confidence had improved. Staff had new ideas for hall layout and extending activities. All staff enjoyed the session.</p>	<p>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.</p> <p>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.</p>
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>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.</p> <p>Premier Sport taster sessions – dance (and staff CPD)</p>	<p>Staff member who is FA qualified to lead a football club to encourage more children to participate in football.</p> <p>Meet with Ross Catchpole to discuss and book dance input.</p>	<p>£125</p> <p>£648</p>	<p>12 children attended throughout the year, including 3 PP children. All developed skills and enjoyed working together as a team. Club was over subscribed each half term.</p> <p>Dance sessions were taken up by Year 2 children. The aim was to introduce the children to a wide</p>	<p>To continue next year, focusing on encouraging more girls to attend.</p> <p>Decision taken to look elsewhere next academic year for dance support. Feedback has</p>

Forest Schools days	Liase with WG to plan and deliver a wide range of outdoor learning activities.	£600	range of dance styles. The sessions were not as successful as had been hoped. The children enjoyed the sessions but they did not deliver the staff CPD that was hoped. 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.	been given to Premier Sport. Build more funding into next year to develop staff confidence and ideas for outdoor active learning.
OAA activity day	Book visit to Ringsfield for Year 2 to support their outdoor learning.	£94.50	This visit to Ringsfield built on the outdoor learning that has been encouraged throughout the year. Children enjoyed using the natural environment to learn and were active throughout the day without really realizing it.	

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:
Cluster sports organizer 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.	£270	Unfortunately due to the sports organizer leaving part way through the year and lack of local facilities many of the intended activities did not happen. KS1 children participated in a mutiskills festival with children	Continue to pay into this and work with the new sports organizer to ensure that KS1 children are well represented at competition levels.

<p>Release time for staff to take children to participate in school sports competitions.</p>		<p>£74</p>	<p>from across the schools. 2 teams took part in the Key Steps gymnastic competition. "I went on all the equipment in the gym! I jumped into the pit" "Walking on the beam was very scary!" Year 2</p>	<p>Train a new member of staff to take on the team training (joint entrance 2019-2020) so that another teacher can continue to take children.</p>
<p>Inter-Trust sports activities</p>		<p>£480</p>	<p>Reception enjoyed 2 sessions of P.E. at Manor Field, racing children in a variety of races on the sports track and taking part in other skills based games. Children enjoyed meeting and working with new children and learning new skills from different staff. "It was nice to meet other people" "We raced on the track. I dropped the egg". "I balanced a bean bag on my head and it stayed on!" "It was fun! Can we do it again?"</p>	<p>Plan and book more intertrust competitions in 2019-2020</p>