



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: |
|---------------------------|--|
| | |

| 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? | % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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: 2018-19 | | Total fund allocated: £16000 | | 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: | |
| Equipment resourcing and updating | | £1000 | | | |
| Forest Schools activity days for all children (split cost with Aslacton) | | £1500 (Cost of W.G and transport) | | | |
| Enhanced swimming sessions to improve speed and style. | Take all KS2 children swimming to offer opportunity to progress stroke and improve speed. | £1000 | | | |
| 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: | |
| Subject leader time to help develop the subject and profile within school and to help develop planning and assessment in P.E. | | £500 | | | |

| 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>Purchase Getset4PE</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>To support planning for progression and KS2 teaching specifically.</p> | <p>£2000</p> <p>£500</p> <p>£600</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, 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.</p> <p>Enhanced OAA opportunities to build on skills learned in curriculum time</p> | <p>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.</p> <p>Ensure that all children have the opportunity to take part in OAA activities by providing necessary</p> | <p>£800</p> <p>£1500</p> | | |

| | | | | |
|--|--|---------------------------|-----------------------------|---|
| Climbing Wall? | | £2000? | | |
| Skipping workshop | | £500 skip2bfit | | |
| British Fencing | | £500? | | |
| 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 (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 | | |
| Attendance at Cluster and county events | | £1000 | | |
| Inter-Trust competitions | | £1000 | | |

Total proposed spend: £14665