



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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Commissioned by
Department for Education

Created by



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Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA activities that your school already offer
- 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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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"> • 2 NPECTS trained members of staff (awaiting results) • Children taking part in the daily mile. • Active participation in cluster events. • Participation in the Winter Games 2017. 	<ul style="list-style-type: none"> • Develop and use appropriate assessment tool for PE. • Engage all staff in the reasons behind the daily mile. • Make playtimes more active. • Provide opportunities for the children to access a variety of sports throughout the year.

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.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	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?	No

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: £17,360 Carried over: £11,576 Total: £28,936	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 (£17.360): 71%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Purchase outdoor gym equipment for the children to use at playtimes and lunchtimes.	Visit schools with outdoor gym equipment and discuss benefits / problems. Source equipment and purchase. Train MSAs to supervise equipment.	£11405.40	Outdoor gym equipment purchased. This is to be installed in June. This will enable all children to be active during break and lunch times particularly focused on encouraging higher levels of fitness.	School budget will need to be allocated in coming years to support the maintenance and safety testing of the equipment. Training to be available for all new staff starting at the school.
Employ an NPECTS trained member of staff to run a lunchtime activity. (SH)	Employ an NPECTS trained member of staff. Use current NPECTS trained staff to continue the activity Monday – Thursday. Purchase any resources needed.	£525.00	Member of staff employed. They are leading and supporting activities at lunchtime – training MSAs to encourage physical activity. Children engaging in more active lunchtimes.	Continue to employ SH to run lunchtime activities and continue to train MSAs and staff alongside to continue this on other days.
Increase the amount of activity EYFS have during their free-flow outside.	Purchase active maths packs for the EYFS outdoor areas.	£550.62	Maths packs purchased and being used. These have increased activity in a non-active curriculum subject as more children are working outdoors using more physical skills to learn maths.	Ensure that EYFS staff continue to use these resources moving forwards – training for other year groups as to best practice. Possible cost for items for other year groups.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Run a speed stacking club to develop coordination and mental agility.	Run a speed stacking club at lunchtime. Purchase 30 new speed stacking cup sets.	£334.50	All Year 1 children have had the opportunity to participate in a Speed Stacking club for half a term. 30 sets of cups purchased More children have engaged with a physical activity than at any other club this year.	Continue to run a Speed Stacking club for Year 1 in Spring 2020 (no further cost involved).
Participation in the Virtual Competition Summer Games.	Enter the Virtual Comp Summer Games. All Key Stage 1 children to participate in the four events in the competition.	£100	All KS1 classes entered into the competition. Enjoyment from all children and improvement in confidence and skills. "I like doing the different sports activities and seeing who could score the most points." Year 1 "I didn't think I could throw that far!" Year 1 "My favourite were the shuttle runs!" Year 2	Ensure the school is enrolled and participates again.
Participate in Indian Dance workshops.	Book workshops. Organise timetable for all classes.	£800	Dance workshops carried out. Broadened curriculum for all children and experiencing something new. "I really enjoyed wearing clothes I have not worn before. They felt nice to dance in." Year 1	Book again for 2019.

			<p>"It was good to learn a different way to dance. "Year 2</p> <p>"I had never danced like that before and it was lots of fun. " Year 1.</p>	
Subject leader time to support staff in planning and assessment of PE.	Look at assessment grids from Manor Field. Share with staff.	£74	Subject leader visited WW to see what P.E. provision is like and to help to plan for the future.	Trust subject lead to spend more time establishing support and provision at WW.
Employ an NPECTS trained member of staff to run a lunchtime activity and to teach EYFS additional PE sessions.	Employ an NPECTS trained member of staff. Use our own NPECTS trained staff to continue the activity Monday – Thursday. Teach EYFS PE on Friday afternoons on a rolling programme.	See Key Indicator 1	<p>Member of staff employed.</p> <p>Children engaging in more active lunchtimes.</p> <p>EYFS participating in additional PE lessons – Children receiving 4 week blocks in EYFS focussed on improving balance, throwing and catching.</p>	<p>Continue to employ SH to run lunchtime activities and continue to train MSAs and staff alongside to continue this on other days.</p> <p>Continue to employ SH to teach 4 week blocks for each class throughout the year focussed on skills. Staff to attend lessons to watch, be upskilled and carry out observations and assessments. Then staff to teach the following P.E. blocks using the skills learned.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation (£17,360):
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Participate in Indian Dance workshops.	Book workshops. Organise timetable for all classes.	See Key Indicator 2	Dance workshops carried out. See Key indicator 2	Book again for 2019.
Two members of staff to complete their NPECTS qualifications and to teach PE lessons.	Support staff taking the course. Discuss timetabling to enable them to teach PE lessons.	Funded using additional grant.	One NPECT has completed course, the second is almost completed and will submit before the end of the academic year.	Timetable qualified staff to teach P.E. throughout the year. Encourage to attend upskilling courses as they occur.
Subject leader to attend the PE conference to find out about the latest updates and opportunities.	Attend the conference.	£62.50	Conference attended. Ideas and resources used / purchased, including Get Set 4 PE.	Attend the conference in 2019.
Develop teacher's subject knowledge through training and new schemes of work.	Staff questionnaire. Find training courses. Look into schemes of work.	£658.80	Get Set 4 PE purchased and being used in all year groups. This is supporting the confidence of staff to plan and develop lessons.	Repeat purchase of GetSet4PE next year to continue planning support. Subject Leader to link units from GetSet to school curriculum map. Planning and provision reviewed, sports grant spend advice received to best support children.
Support from VisionEd to develop planning etc.	Book session with Martin Radmore	£150		
Employ an NPECTS trained member of staff to teach EYFS PE.	Employ an NPECTS trained member of staff to teach additional EYFS PE and to give staff extra CPD.	See Key Indicator 1	Member of staff employed. EYFS children having additional hour long sessions on a rolling programme.	Think of increasing Reception PE to twice per week in the Spring / Summer terms.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation (17360):
				13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Participate in Indian Dance workshops.	Book workshops. Organise timetable for all classes	See Key Indicator 2	Dance workshops carried out.	Book again for 2019.

Children to experience new sports through workshops and visitors.	Look into sports workshops and visitors. Book workshops. Organise timetables.	See Key indicator 2	Dance workshop.	Look at engaging Premier Sport or similar next year to introduce children to a broader range of sports/activities.
Children to experience the climbing wall.	Book climbing wall, BMX track, baby bouldering and low ropes for Outdoor Learning week / Family Fun evening	£2415 (+600 that was funded separately)	To happen in July 2019	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Participation in the Virtual Competition Summer Games.	Enter the Virtual Comp Summer Games. All Key Stage 1 children to participate in the four events in the competition	See Key Indicator 2	All KS1 classes entered into the competition. See indicator 2	Enter again.
To participate in Inter-Trust competitions.	Discuss competitions with Laura Turk at Aslacton. Organise events and transport.	£270 (travel) £21.48 (resources)	Year 1 children attended Aslacton and took part in a range of orienteering and multiskills events. "I really enjoyed learning a new game. Making the funny faces [orienteering] was brilliant!" Year 1 "I thought Danish long ball was the best. Can we do it at our school please?" Year 1	Plan similar activities for next year to develop sporting relationships and introduce children to new sports. Resources for orienteering and rules for Danish Long Ball provided to staff at WW to enable them to continue this sporting activity.
To participate in the Cluster Sports Programme.	Ensure staff know the dates for the events and organise staffing.	£457 fee £60 transport	10x Yr2 children and 10x YrR children have attended a multi-skills festival and kwick sticks hockey. Developed an enjoyment for new sports and teamwork skills.	Continue to participate in cluster events.