



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

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 Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

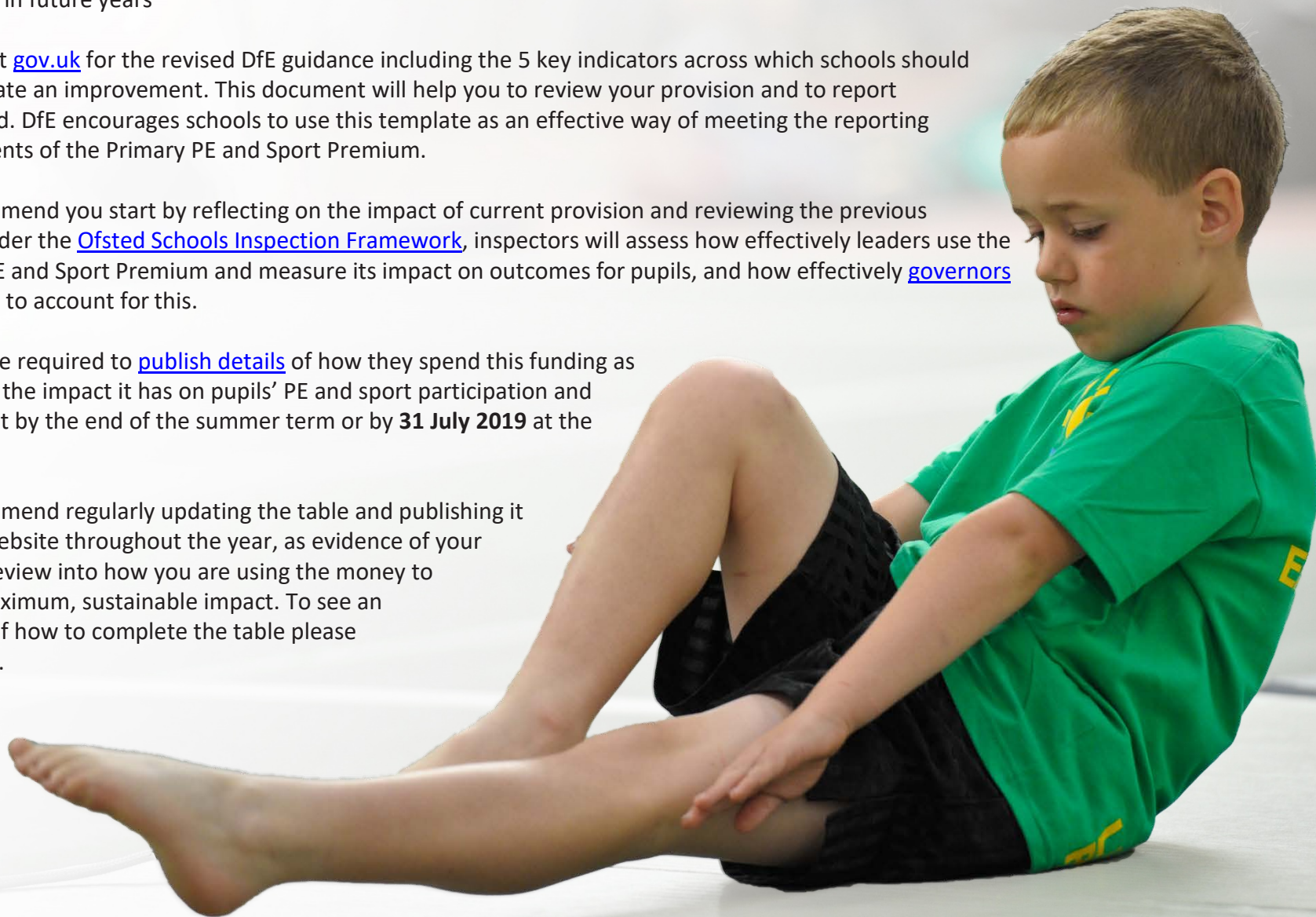
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](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 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"> • Employed a specialist PE teacher • Professionals upskilling staff across a range of sports, including links with the local tennis club • Get active week – introducing children to new sports and activities • Implemented the daily mile • Partake in a comprehensive sports competition calendar • Football and Netball leagues • Achieving and maintaining the Gold Schools Game Mark award 	<ul style="list-style-type: none"> • Continue to upskill all members of staff. 2 new members of staff in KS2 this year. • To provide a wider range of sporting activities through the curriculum • To set up a sports council to further develop the profile of PE across the school.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>72% (100% of pupils who completed the form)</p> <p>All the data in this section is based on only 43 out of 60 pupils completing the survey.</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
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: £19,580 +£7780.18 (carried forward)		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:												
To engage all pupils in regular physical activity in order to improve their retention and recall and general wellbeing. Daily mile Gonoodle Play leaders Walk to school Pupil survey for out of school	Ensure that all teachers are building in regular time for the daily mile, preferably during the morning sessions. Staff to understand the importance of regular activity and the impact this can have on wellbeing. Member of staff to lead play leaders and help train the children. Organise a walk to school week for summer term. Create a pupil survey to monitor the amount of time pupils spend on physical activity outside of school. School office to keep a record of the following: Who attends clubs within school? Who attends sporting events?	£929.67 new resources for play leaders/lunch time activities and storage.	Children from Reception to Year 6 take part in the daily mile. The % of pupil premium making positive progress has significantly increased in writing and maths this year. Writing has improved from 42% to 79% and maths has increased from 68% to 86% The % of SEN pupils making positive progress has increased in reading, writing and maths. <table><tr><td></td><td>R</td><td>W</td><td>M</td></tr><tr><td>2018</td><td>55%</td><td>40%</td><td>68%</td></tr><tr><td>2019</td><td>60%</td><td>57%</td><td>81%</td></tr></table> End of KS1 data shows that since introducing the daily mile, Gonoodle and play leaders in 2018, ARE data has improved in writing and maths since 2017 and GD maths data has significantly improved.			R	W	M	2018	55%	40%	68%	2019	60%	57%	81%	Increased confidence, self-esteem and a real desire to learn. The enjoyment of PE increased participation in wider activities (91% of all pupils attending one or more clubs).
	R	W	M														
2018	55%	40%	68%														
2019	60%	57%	81%														

Which groups of pupils?
(PE lead to measure the impact in relation to % of pupils participating in extra activities, year on year)

	% Expected Standard (ARE)			% Greater Depth (GDS)		
	Sch 2019	Sch 2018	Sch 2017	Sch 2019	Sch 2018	Sch 2017
R	90	90	90	42	42	44
W	87	87	85	32	33	31
M	88	90	81	42	35	31

End of Ks2 data shows an increase in the number of pupils achieving GD in R, W, M since 2017. The % getting ARE in R, W, M has also increased in 2019.

	% Expected Standard (ARE)			% Greater Depth (GDS)		
	Sch 2019	Sch 2018	Sch 2017	Sch 2019	Sch 2018	Sch 2017
R	97	88	86	53	47	40
W	97	90	92		33	31
M	100	88	91	45	41	40

Pupil survey evidenced that 73% feel good and feel the benefits of taking part in activities such as the daily mile, gonoodle and play leaders.

The number of 'red' behaviour incidents across the school has decreased from 22 in 2017/18 to 10 in 2018/19.

Play leaders is running at lunchtimes. Children are active during their break and there is increased development of co-operation/working in groups. Pupil

			<p>voice shows that this is very successful and the children enjoy having a wide range of activities to participate in. New resources have been purchased to provide a wider range of lunchtime activities, including balancing equipment. Photos on school website.</p> <p>Pupil survey showed that 87% of children in KS1 and 2 take part in physical activity out of school, such as swimming, football etc</p>	
Key indicator 2: The profile of PESSPA 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>To increase the level of outdoor activity across all subjects to engage pupils in learning.</p> <p>A PE board in the main entrance to celebrate sporting achievements</p> <p>To introduce a sports council to help raise the profile of PE</p> <p>Website</p>	<p>All staff to understand the importance of physical activity throughout the day. INSET – Lesson study with a focus on outdoor learning in English. Teachers to measure the engagement of individual pupils during lessons.</p> <p>Designated person to regularly update the PE board. Take photos of teams and record results. PE captains to help maintain the board and collect information</p> <p>PE leader to meet termly with council.</p> <p>School website to be updated termly</p>	£0	<p>In the Spring term we conducted a lesson study on outdoor learning. Teacher voice indicates mixed opinions about the impact it had on learning. Some felt that being outside helped inspire reluctant writers. This is an area we will continue to develop next year.</p> <p>The PE board shows sporting teams across the year and displays the results from different competitions.</p> <p>Match reports are shared in Friday assemblies and sporting achievements are shared in the weekly newsletter to parents.</p>	<p>Website being updated regularly</p> <p>To introduce a sports council</p>

<p>School newsletters</p> <p>Sharing match reports in school assembly.</p> <p>Apply for the PE Quality Mark</p>	<p>with sporting achievements, photos etc.</p> <p>Office to be provided with sporting achievements during the week to be shared in weekly school newsletter.</p> <p>Designated pupils to create a short match report to share in assembly.</p> <p>Time needed to gather evidence and complete form – Meet with school Governor.</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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>PE teacher to upskill staff – for all PE teaching to be good or outstanding</p> <p>BSP – gymnastics - Hockey</p> <p>Staff meeting – gymnastics For all staff to be more confident in teaching gymnastics. (Based on feedback from last year's staff survey)</p> <p>To attend the Primary Sports and PE conference</p>	<p>All KS1 and KS2 teachers to have one PE sessions a week with specialist teacher. Staff to team teach. Termly lesson observations to monitor impact and % of good/outstanding teaching.</p> <p>PE lead to arrange coaching sessions to upskill staff. Teachers to share new knowledge with staff.</p> <p>PE leads to organise and deliver a gymnastics staff meeting and address concerns. Specialist PE teacher to team teach gymnastics lessons. Specialist teacher to monitor lessons and provide feedback.</p> <p>Specialist PE teacher and PE lead to attend course and feedback to teachers during a staff meeting.</p>	<p>£20,203.26</p> <p>£150</p>	<p>Lesson observations have been conducted during the year by the PE specialist. All teaching has improved. Teachers feel more confident in teaching forward rolls and using the large apparatus in gymnastics. All classes taught gymnastics after the staff training and used the equipment during their lessons.</p> <p>Staff have been upskilled in: Year 3: Hockey Year 4: Gymnastics Year 5 and 6: Tennis</p> <p>Teachers have gained new ideas and are now more confident in delivering these lessons.</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:

Additional achievements:				
To enter BSP competitions	Office to keep a record of who has attended competitions.		Competition results and sporting achievements are put in the weekly school newsletter.	
To increase the % of PP and other groups attending competitions.	Office to update who has attended competitions. PE lead to monitor % of children attending. Is this increasing?		PE long and medium term planning clearly shows a wide range of activities across KS1 and KS2 and identifies the progression in skills across the different sports.	
To raise the % of pupils leaving year 6 being able to swim at least 25m	Parent survey to find out % of pupils able to swim 25m. Top sessions to be offered to year 5 and 6 pupils during the summer term.	£ TBC	Year 2 took part in the BSP dance festival. Parent feedback was that the children had a great afternoon and enjoyed working with the older pupils at Birchwood. This was great for building confidence and child wellbeing.	
To provide tennis coaching sessions for all year 6 pupils during the summer term.	PE lead to arrange timings with tennis club and teaching staff.	£0	Year 5 and 6 children successfully won the KAS football league.	
New equipment – basketball posts			All year 5 and 6 pupils have received free tennis sessions for a 6 week block this year.	
Get active day – biathlon			Year 3 and 4 pupils also won the BSP football tournament	
			The netball team came second in the summer league	
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:

<ul style="list-style-type: none"> • Interclass/inter house competitions 	<p>All children to be given the opportunity to play against their opposite class peers in competitive situations (ideally once a term)</p> <p>Children participate in various games/matches in classroom PE. Ensure teachers have allocated time on their plan for this.</p>	<p>£186.59 for netball equipment</p>	<p>Photos on school website Pupil Voice PE noticeboard</p> <p>We have participated in a wide range of sporting events across the year. 153 (43%) of pupils across KS1 and KS2 have had the opportunity to attend competitions. 30% of pupil premium children and 25% of SEN children have received these sporting opportunities</p>	<p>To increase the % of pupil premium and SEN children taking part in sporting events and competitions</p> <p>To increase the number of interclass competitions during the year.</p>
<ul style="list-style-type: none"> • <u>Inter house</u> – Sports Day 	<p>Children compete in a whole school inclusive house event. PE teacher to structure the day. Staff to be allocated jobs to support the day. Sports council to help run the day.</p>		<p>There were track and field events for all of KS1 and KS2 during sports day. All scores were collected and put towards each house total. The winning house received a trophy at the end of the day. Many parents commented on what a successful day it was. They felt there was a good variation of activities to suit different needs and abilities.</p>	
<ul style="list-style-type: none"> • KAS Football and cricket league 	<p>Football and cricket sessions for boys and girls allowing children the opportunity to train and compete in school matches/tournaments.</p>			
<ul style="list-style-type: none"> • BSP – netball league 			<p>The cross country event did not take place this year due to bad weather.</p>	
<ul style="list-style-type: none"> • <u>BSP Competitions</u> – Some children across KS1 and KS2 will be invited to participate in a wide variety of sports against other schools. 	<p>Timetable to be provided in staffroom. Staff need to be allocated to help support and attend each event.</p>	<p>£1,635.80</p>	<p>Netball and Football league (see above)</p>	
<ul style="list-style-type: none"> • Cross Country 	<p>To enter 4 boys and 4 girls from years 5/6</p>	<p>£0.00</p>		

<ul style="list-style-type: none"> Partnership Netball/Cricket/ Rounders League Platinum Package – CPD for staff, G&T, SEN and disengaged opportunities for children. Leagues, KS1/2 multisports festival, KS1 dance festival, cluster competitions, rounders league, swimming gala, use of BSP equipment, active learning resource pack. 	<p>Ensure staff attend CPD sessions that are run by the partnership. Enter all competitions and festivals.</p>	<p>Included in BSP price above</p>		
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