



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 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](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. 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"> <li>• Employed a PE teacher</li> <li>• Implemented the daily mile.</li> <li>• Partake in a comprehensive sports competition calendar.</li> <li>• Football and Netball leagues</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming booster sessions for children in year 6 2017-2018</li> <li>• Swimming booster sessions for children in year 4/5/6 2018-2019</li> <li>• Structure playground with zones to increase children's opportunities for 30-60 minutes physical activity per day.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/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: 2017/18		Total fund allocated: £ 19,580.00		Date Updated: 28.3.2018	
<b>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</b>					Percentage of total allocation:
					%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> <li><b>Daily mile</b> – Increasing physical activity levels.</li> <li><b>Playground</b> – Offering opportunities for 30-60 minutes physical activity per day.</li> <li>30 minutes of activity school's responsibility.</li> <li>30 minutes outside of school</li> </ul>	<p>Held before school three times a week. It is then ran twice a week in school. Registers of children attending and how regularly they attend (targeted groups) Inside classroom. Move Daily Mile into school time so more children take part.</p> <p>Zoning the school playground at lunch time and playtimes to structure play and increase physical activity. MSA need to be responsible for ensuring children are active for 30 minutes at lunch time.</p> <p>Classes to do Go Noodle each day/YST</p> <p>Survey children in PE lesson with ZF to see what physical activity they do outside of school.</p>	632.00	<p>As a result of the daily mile moving into school time more children have been able to access this initiative. This has then increased the overall physical activities levels of children in the school.</p> <p>Playground leaders have made applications for position of play leader. Training has been run for year 4 and 5 children to become safe and effective leaders. MSA will be trained after the Easter holidays so they are aware of the expectations.</p> <p>Staff meeting has been run to introduce Go-Noodle. Classes are actively using this between lessons at least once a day.</p>		

<ul style="list-style-type: none"> <li>Walk to school week – whole school initiative.</li> </ul>	<p>Look at introducing walk to school initiative, this is where pupils walk to school on a regular basis and are awarded badges to show their commitment to the scheme.</p> <p>Survey's have to be conducted and will be put on the website.</p>			
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<p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: %</p>
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School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li><b>PE Board</b> –</li> <li><b>Assemblies</b></li> <li><b>Newsletter</b></li> <li>Get active week – July 2018</li> </ul>	<p>Sports captains to update PE board. Keeping children up to date with sporting opportunities, clubs, results, upcoming fixtures, house points, school captains and sports captains.</p> <p>After each match, fix or competition that is intra-school the captain of that particular competition should prepare a report to read out in assembly. Every sporting event is communicated to parents in the weekly newsletter.</p> <p>Communicating sporting clubs, fixtures, results and achievements with parents.</p> <p>Introduce children to a range of sporting activities that they may not ordinarily be available in school.</p>	<p>TBC – Dependent on activities brought into school.</p>	<p>Photo, children know upcoming events, previous results of competitions, school house points are visible on the board which links to interhouse/class sports competition.s</p> <p>Children have started to read reports that they have written about sporting fixtures. Children are aware of opportunities for sport in school.</p> <p>See school website for newsletter write ups.</p>	

<ul style="list-style-type: none"> <li>YST Quality Mark</li> </ul>	<p>Buy into the YST in order to track the provision in school and find out where the gaps are to improve provision.</p>	<p>£50.00 membership</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:
<ul style="list-style-type: none"> <li>Team teaching and planning PE with specialist teacher.</li> <li>Upskilling teachers in lesson</li> <li>Specialist teacher with PE coordinators to run staff meetings with focus on teaching high quality PE lessons.</li> <li>Primary Sport and PE Conference</li> <li></li> </ul>	<p>PE teacher to plan HQPE with all staff, discuss planning and content.</p> <p>Team teaching PE lesson. Now focusing on NQT's and year 1 teachers who haven't yet benefited from long term upskilling.</p> <p>Set a date to lead a staff training session on PE. Survey all staff on their needs and develop a tailor made session.</p> <p>Book ZF and RG onto the course.</p>	<p>£3600</p> <p>£125.00</p> <p>£150.00</p>	<p>All medium term plans written for the spring term.</p> <p>Teachers are trained on the go (see photos) it has empowered teaching staff to have the confidence to teach a wider range of sports and teach higher quality lessons consistently.</p> <p>Teachers are booked onto the Primary PE conference.</p> <p>Seminars booked were:</p> <ul style="list-style-type: none"> <li>Evidencing the impact of Sports Premium.</li> <li>Raising the profile of PE in school</li> <li>EYFS gymnastics – ideas fed back to EYFS team to use in PE.</li> <li>Identifying what outstanding PE is and seeing how this compares to current school PE standards.</li> </ul>	

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>Additional achievements:</p> <ul style="list-style-type: none"> <li>Dodgeball – Qualified coach will come into school and introduce the year 3 children to the sport as part of the partnership offer.</li> </ul>	<p>Teachers observing to write retrospective lesson plans.</p>			
<p>Outdoor Learning</p>	<p>Send staff on training for outdoor learning Spring Term. The aim being to increase the amount of outdoor learning and physical activity children gain in a day.</p>	270.00		
	<p>Inset day for outdoor learning 1 training in September</p>	575.00		
<p>Get Active Week</p>	<p>Run a week full of physical activity pursuits for all children to engage in. A particular focus will be on sports children do not often get the opportunity to participate in during academic time. Current sports to try and bring in for the week include:</p> <ul style="list-style-type: none"> <li>BMX workshops</li> <li>Bounce</li> <li>Archery</li> <li>Parkor</li> <li>Fencing</li> </ul> <p>We also plan to bring in a sports star to lead an assembly and run some sporting workshops for the week.</p>	<p>£Costs to be confirmed.</p>	<p>Awaiting on staff feedback from training course this will happen after Easter.</p>	

Swimming	Children who are unable to swim 25m by year 5 will be offered top up sessions in the summer to help them make progress towards this target if not achieving this target.	£Cost dependent on the amount of children requiring the lessons.		
American Football	Specialist PE teacher trained to deliver American Football in school. Equipment purchased to support teaching in lessons and school clubs.	350.00		

**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"> <li><b>Interclass competitions</b></li> <li><b>Inter-class competitions</b></li> <li><b>Inter house</b> – Sports Day</li> <li>KAS Football league</li> <li><b>BSP Competitions</b> – Some children across KS1 and KS2 will be invited to</li> </ul>	<p>All children to be given the opportunity to play against their opposite class peers in competitive situations.</p> <p>Children participate in various games/matches in classroom PE.</p> <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.</p> <p>Free football sessions for boys and girls (funded from the Sports Premium) allowing children the opportunity to train and compete in school matches.</p>	<p>£1450 BSP</p> <p>£1200 +£25 Football +£25 Netball</p>	<p>Photos of classes competing against one another. All children are having opportunity to participate in competitive sport in a safe and fun environment.</p> <p>Sports day is the schools biggest inter-house competition in the school calendar. 100% of children participate in this demonstrating a variety of sports making this event fun and inclusive – See photos from 2017 for format and whole school inclusivity. 2018 is currently being planned.</p> <p>% of children attending in year 5/6</p>	

<p>participate in a wide variety of sports against other schools.</p> <ul style="list-style-type: none"> <li>Partnership Netball/Cricket/ Rounders Leagues</li> <li><b>Platinum Package</b> – CPD for staff, G&amp;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.</li> </ul>	<p>Team entered for Spring netball leagues, cricket and rounders leagues to be entered when the invites come out in the summer term.</p> <p>Ensure staff attend CPD sessions that are run by the partnership. Enter all competitions and festivals.</p>	<p>£770</p>		
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