Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by

Department for Education

Created by

association for Physical Education

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:

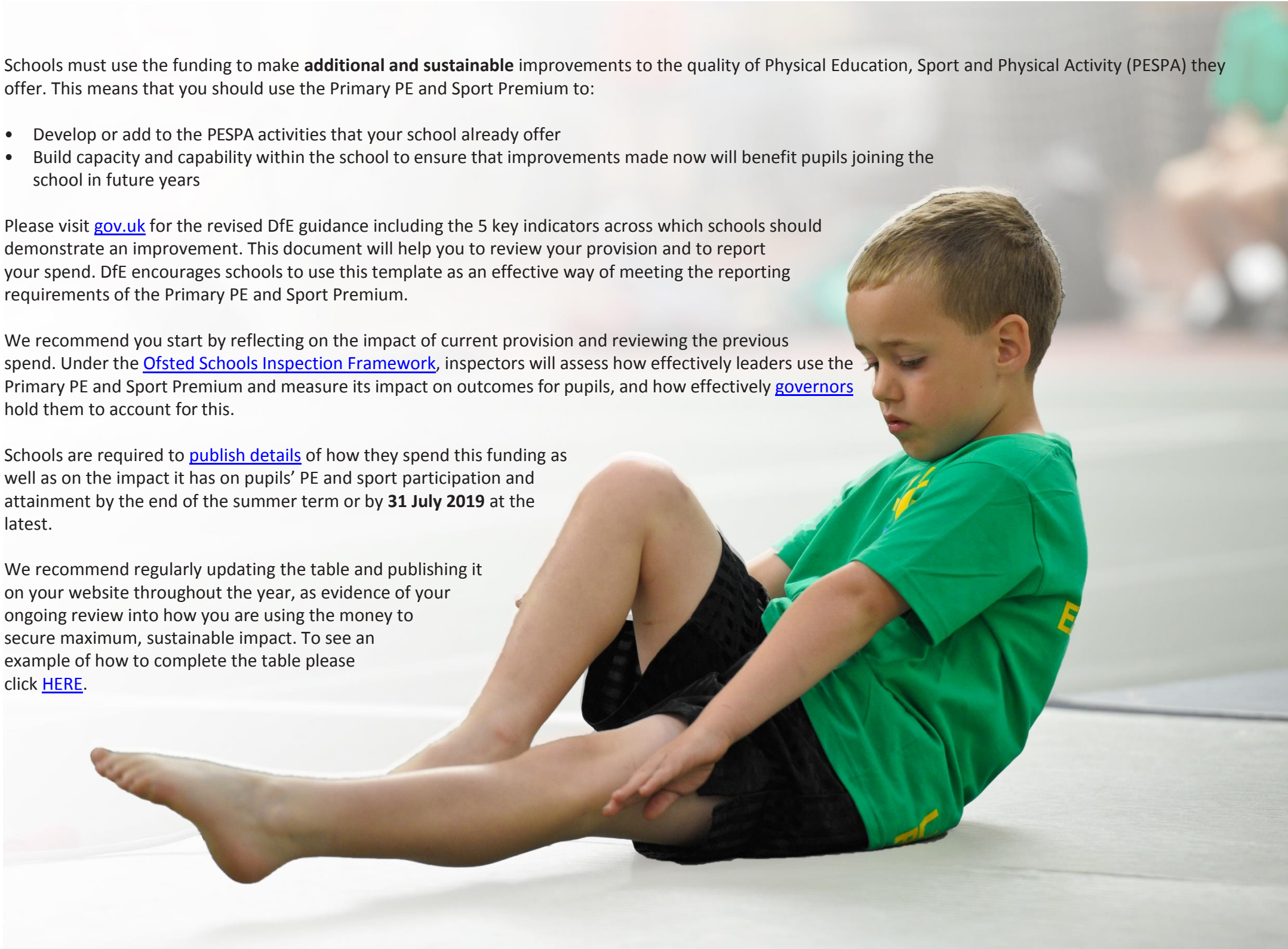
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk 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:
More children involved in competitive sport with two teams being entered into Sports Partnership events. Children active for longer periods with introduction of new initiatives: Friday scoot, walk to school Wednesday, PE ready, monthly challenges, Tuesday Mile, Active Maths. Numbers attending extra-curricular clubs have increased. Children have had access to new sporting opportunities, e.g. scooting and Judo. Teachers have been inspired by dance and gymnastics CPD. This will feed into next year's planning.	New planning overview to be introduced: PE Hub subscribed to for next academic year. Key stage 1 competition: currently only involved in multi-skills. Active Maths across whole school: Strong in Nursery, Year1, 3 and 4. Continue to develop Active playtimes: play leaders supporting More opportunity and variety for younger children. Potential to use Year 2 children as leaders to support. Develop range of resources and equipment on offer, review regularly. Daily mile: currently by choice once a week In house club offer: currently only cross country, netball, rounders, kwik-cricket offered to key stage 2 children. All other clubs provided by external providers and therefore incur costs.

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?	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: 2018/19	**Total fund allocated:** £	**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 support children in achieving active 30:30 entitlement	New initiatives: Walk the mile(Tuesday before school) Walk to school (Wednesday) Scoot to school/scooting session at playtime (Friday) PE ready; children come to school in their PE kit to encourage them to be active through day. Active Maths	Active Maths subscription	Children have been enthused by new initiatives. 55.4% pupils scooting to school 63.3% pupils walking to school 24.2% pupils cycling to school This statistics are daily or regularly. R S: 70% W: 60% B:13% 1 S: 69% W:67% B:11% 2 S: 50% W: 62% B: 24% 3 S: 44% W: 56% B: 36% 4 S: 42% W:69% B:35% PE ready has enabled more active time during PE as no longer change time. Children more engaged in Maths and increases active time during a day.	Would like to develop track and build in daily mile to increase involvement levels. Continue to further encourage walk/scoot/cycle to school to improve statistics. Develop scooter and bike storage. Will continue and we are reviewing kit, more formal to align with school uniform. Would like to purchase team kit for festivals. Active Maths In YR 4,3,1 ,N Develop in R and 2.

Develop the in house clubs offer to provide opportunities for all pupils.	Playtime equipment Play leaders supporting lunchtimes. Monthly active challenges Draw on staff skill set to provide clubs. Restart rise and shine club to support our least active children.	Sports Partnership subscription. Sheds Equipment Part of teaching staff's contract	Children are more active at playtimes due to these initiatives. Leadership and social skills have also developed. Increased attendance to clubs, mostly external providers	YR 2 play leaders to lead games 2x /week Review timetable as youngest children not getting regular Play leader input Equipment spend- half termly and change focus with children's interest. Sports Leaders monthly –focus on Yr 1, 2 and R and differentiate activity. Looking at timetables to build in more clubs, especially lower end of school.
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:
Active 30:30 as a tool to support learners throughout their school day.	Active Maths: support a range of learners and make maths more memorable/accessible. Walk the mile: awaken the children at the start of the day so they are ready to learn. Play leaders and play equipment: supports children with being engaged and successfully interacting	Active maths subscription. Sports Partnership subscription	Less reluctant mathematicians more engaged, supports active learners to support their knowledge retention. Children coming into school excited about walking the mile. Children responded well to play leaders which has supported behaviour management.	Continue to access Active Maths and Sports partnership. However could be continued without as resources downloaded and TSG staff can train play leaders. Possibility to build in a daily mile to awaken learners. Continue to develop role of play leaders. YR 2 play leaders to lead games 2x /week Review timetable as youngest children not getting regular Play leader input Equipment spend- half termly and change focus with children's interest. Sports Leaders monthly –focus on Yr 1, 2 and R and differentiate activity.

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:
To continue to develop and upskill staff to deliver High Quality PE/Sport and enable Active 30:30	Observations to audit skills and gaps. Use of Sports Partnership CPD Team teaching Training linked to up to date initiatives to support objective. New planning	Sports Partnership subscription Staff time PE conference Subscription to PE Hub	Gym and Dance CPD has given staff fresh ideas and the opportunity to ask focused questions. None yet as will impact next year as have used current academic year to trial resources before purchasing.	Ideas will pass through and feed into future planning and teaching. Develop more team teaching opportunities to use skill set available in own setting. Build in values to teaching of PE, align with school values. Will allow a new curriculum for PE to be put into place to support future teaching and skill development.
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:
Continue to offer children a range of opportunities.	HHM days: activities varied from those that are part of their PE curriculum Close links to clubs Increase club offer provided to pupils.	Sports Partnership subscription	Children have enjoyed a range of activities. Judo Scooting Gym Dance	Provide children with further range of opportunities as they arise.

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:
Increased opportunities for inter school competition. Increased opportunities for intra school competition.	Two teams entered for Sports Partnership festivals. Increased range of Sports Partnership festivals signed up for. Regular active challenges	Sports Partnership subscription	Children have enjoyed festivals attended. More children given the opportunity to participate. Wider range of activities accessed. Children have enjoyed rising to the challenge of monthly challenges, raising competitive element.	Sign up for next year's events. More opportunities for Key stage 1 competition which is available via Sports Partnership.