



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:

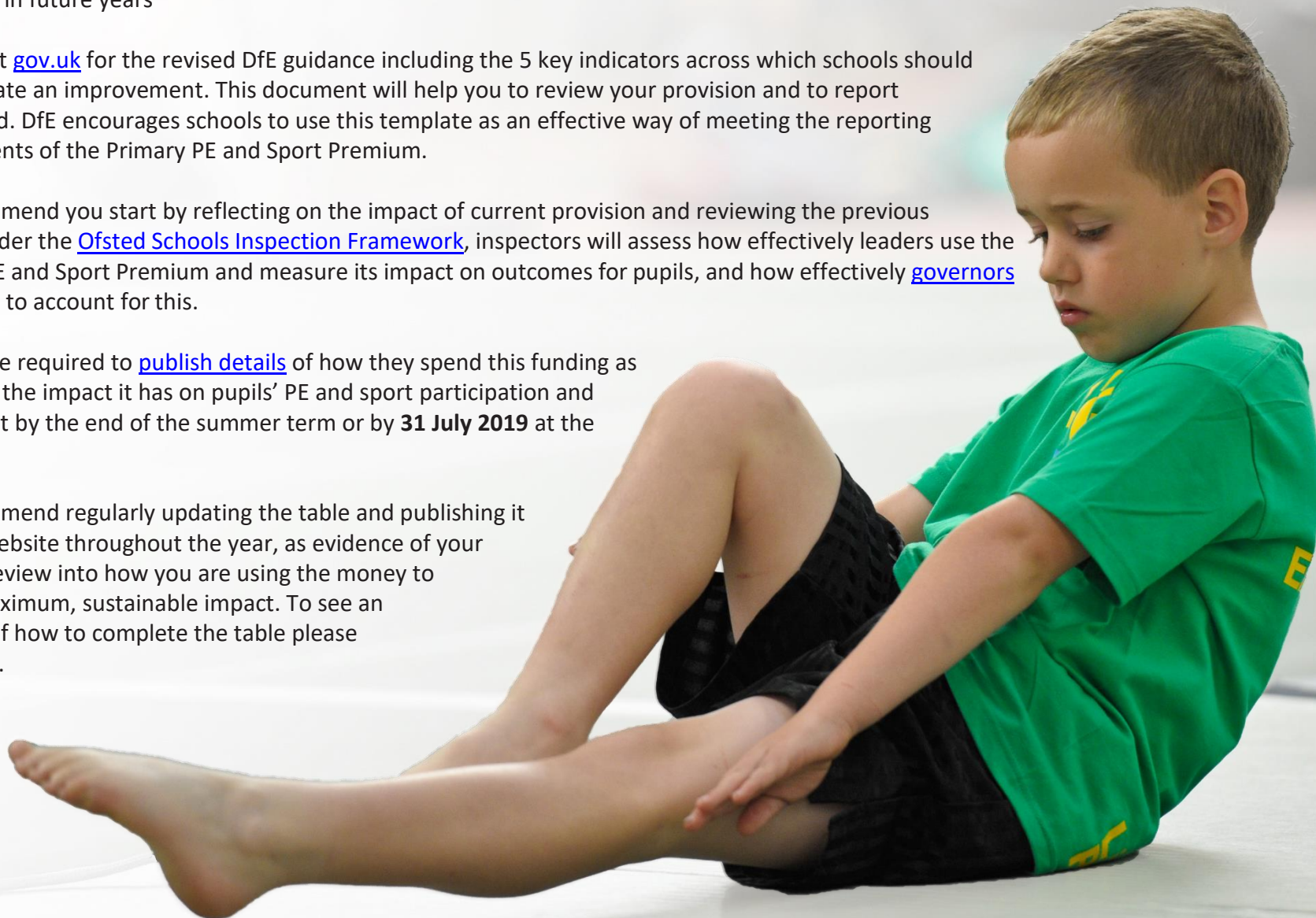
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk 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"> • Access to a wide range of festivals to engage less active students across both key stages. • Utilising the SSP CPD offer to ensure all staff access at least one CPD course. • Improved confidence and confidence of 75% of teaching staff in delivering high quality Gymnastics lessons through staff inset support • Identifying Gifted and Talented students who have attended a wide range of camps. 	<ul style="list-style-type: none"> • Using Staff Inset sessions to improve the confidence of staff in teaching Dance. • Following up on whole school Active interventions such as Active Literacy and Active Numeracy • Accessing further team teaching support to increase the competency of our 3 least confident teaching staff • Running Fit4Action sessions for all classes to provide a wider and deeper understanding of the need for active lives.

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.	58%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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 – we assessed the number of children who could provide evidence that they could swim

25m and provided additional lessons for those that couldn't, as well as offering extra top up lessons

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: £19585	Date Updated: 6.3.2019		
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: 18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Introduce lunch time clubs, soft archery, boxercise, multi skills providing children with the opportunity to try something new.</p> <p>Before school clubs (Zumba, cheerleading, dodgeball).</p> <p>Daily Mile used to provide extra exercise for all children each day.</p>	<ol style="list-style-type: none"> SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity. Deliver to a target group of children in Year 3 the SSP Fit4Action health intervention 6 week programme. Select a group of children to attend 3 x Active Kids festivals to engage the least active students in the school in personal challenges and to develop a love of being active. 	Funded through SSP Basic membership.	<ul style="list-style-type: none"> Greater range of children involved in lunchtime activities Children of both genders engaged in activities Children felt 'more awake' and ready to learn after attending before school clubs. Clubs were popular with children across the key stages. Children enjoy the extra time outside and feel refreshed afterwards 	<ul style="list-style-type: none"> Continue to offer a range of lunchtime and before school activities. Regularly change activities so that they don't become stale. Continue to embed Daily Mile, especially during the winter months
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:

				23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Whole school healthy eating assembly to ensure whole school is aware of PE and sport.</p> <p>Fit4Action implemented across the school in order to develop children's knowledge of the importance of fitness and health and to combat obesity.</p> <p>Flying Start provided to EYFS and KS1 in order to provide opportunities to demonstrate different physical activities.</p> <p>Using role models with sporting personalities so pupils can identify with success and aspire to be sporting heroes. (Montell Douglas, Olympic sprinter, British record holder and Winter Olympian, 2-woman bobsleigh).</p> <p>Brownes Boot camp to spend a day in school during summer term to encourage a variety of exercise using steel framed obstacles.</p>	<ol style="list-style-type: none"> 1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behavior at lunchtimes. 2. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff. 3. Attendance at PE Lead meetings and share outcomes across whole school. 4. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff. 	<p>Funded through SSP Basic membership.</p> <p>£495</p> <p>£147.50 (deposit)</p>	<ul style="list-style-type: none"> • All pupils involved in the assembly and have been given foundations for healthy lifestyle • Eco champions used the information to make improvements around the school • All classes from Yrs 1-6 participated in the 6 x weekly sessions • Pupils are now more knowledgeable about healthy lifestyle choices • Reception to year 2 participated in the sessions • Montell Douglas due to attend Summer term 	<ul style="list-style-type: none"> • Classes create their own section of a whole school assembly in order to continue to promote the importance of healthy eating • Staff attended Fit4Action and Flying Start sessions and have improved their own knowledge and will then implement in PE lessons. • Children to experience a different way of exercising

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Staff given opportunities to develop their knowledge and skills in teaching PE through attending CPD courses via Deanes Package</p> <p>Team teaching for new members of staff on specific areas of development</p> <p>All year groups connected to RealPE scheme with the appropriate resources</p>	<ol style="list-style-type: none"> 1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff. 2. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. 3. Attendance at SSP PE Lead meetings to gain knowledge to share. 	Funded through SSP Basic membership.	<ul style="list-style-type: none"> • Increased confidence and better subject knowledge of the PE curriculum, leading to higher quality teaching • Increased confidence and better subject knowledge of the PE curriculum, leading to higher quality teaching • Pupil perception of PE increased • PE lead attended courses and supplied relevant information to teachers regarding delivery of RealPE 	<ul style="list-style-type: none"> • Staff who attended the courses can disseminate relevant information to their year group partners via joint planning of lessons • Staff reminded to look at CPRSSP website regularly to search for courses they wish to attend. • Team teaching upskills teachers and leads to sustainability as all staff will be supported to feel confident to deliver PE and sport around the curriculum. • The RealPE scheme is designed to show progression over the year groups from reception to year 6 and helps staff develop key skills that the children need to work on. • Subject leader to look at CPD for new staff in September.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Continue to offer a wide range of activities both within and outside the curriculum in order to get more children involved in sports, not just those who are already capable and competitive, via the Deanes package.</p> <p>Lunchtime clubs to continue (multi skills, archery, boxing, Zumba, Cheerleading)</p> <p>Bikeability sessions for Year 5 and 6 to achieve Levels 1 and 2</p> <p>After school clubs</p> <p>Tri golf taster sessions for year 6 and a block of 5 week lessons for year 5 in the run up to the tri golf festival.</p> <p>Gifted and talented camps offered by Deanes for a range of year groups throughout the academic year</p> <p>Top up swimming lessons offered to those in year 6 who have not achieved the expected 25m through Deanes</p>	<ol style="list-style-type: none"> 1. Access to broad range of Festivals, competitions and leagues. Preparing children. 2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games. 3. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes. 4. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities. 5. Engage with Active Kids Festivals 6. Use of SSP Community club scheme to offer a wider range of extra curricular clubs. 	<p>Funded through SSP Basic membership.</p> <p>£180</p>	<ul style="list-style-type: none"> • Lunchtime clubs are popular and provide access for a variety of pupils to a wider range of sports. • Pupils invited to join tri golf sessions outside of school and encouraged to join various local sports clubs (gymnastics, dance) • Pupils and staff that attended clubs enjoyed sessions and learnt about new sports • Pupils very active during sessions and gave positive feedback. 	<ul style="list-style-type: none"> • Subject lead to undertake a pupil perception survey to listen to pupil views on clubs offered • Track attendance to clubs and change if needed. • Year 5 staff to be given sufficient training in order to teach lessons without need for outside coaching.
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Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

				36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To introduce competitive sports identified by subject leader to provide pupils with the chance to participate in sports they may not have previously taken part in.</p> <p>Pupils were chosen from PE lessons to enter the primary dance festival and given the opportunity to represent the school at the Palace Theatre.</p> <p>Purchase of PE equipment to provide classes with relevant equipment to carry out intra class competitions</p> <p>All remaining non swimmers to be given the chance to achieve 25m and meet the statutory requirement of the National Curriculum for PE</p>	<ul style="list-style-type: none"> • Subject lead to book relevant staff and year groups on to sporting events via CPRSSP website. • Subject lead to arrange transport to and from venues • Subject lead to arrange routine with support of class teacher • Involvement of a wide range of students in a broad offer of competitions • Entry into Dance Festival • Development of intra (in school) competitive opportunities. • Subject leader to identify gaps in resources and order necessary equipment. • Utilise coach based at pool to work alongside teachers • Subject leader to organise swimming sessions 	<p>Funded through SSP Basic membership</p> <p>£722.69</p> <p>£2175</p>	<ul style="list-style-type: none"> • Maximum participation achieved with the new sports by the whole year groups learning new skills in order for staff to select pupils for key events. • Pupils selected greatly enjoyed the chance to dance in front of an audience and were happy to have been selected. • Classes involved in intra class competitions. Maximum pupil participation involved <p>Work in progress</p>	<ul style="list-style-type: none"> • Pupil perception surveys to be undertaken of sporting events we have currently taken part in and those they would like to try. This will inform choices for following academic year. • Next year, try to involve KS1 and KS2 in dance festival to maximise pupil involvement • Subject leader to assess whether any additional resources are required.