



# 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:

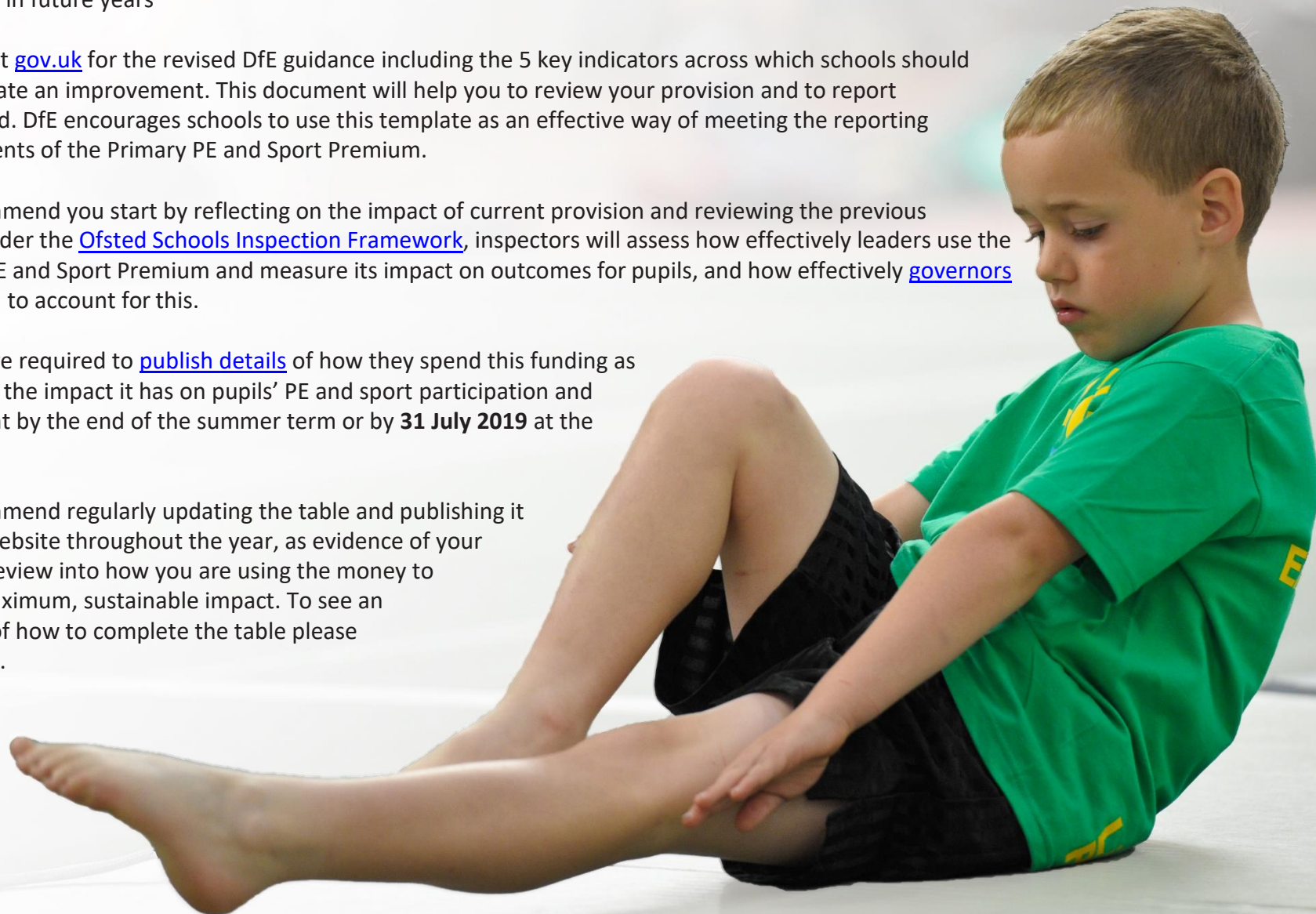
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:
<p>Significant numbers of pupils attending a wide range of extra-curricular clubs.</p> <p>Non-specialist staff are being upskilled from team teaching with sports coaches, improving their practice.</p> <p>Involvement of parents in open PE lessons has raised profile of PE, healthy lifestyle and well-being in the school community.</p> <p>Participation in a large majority of sporting fixtures throughout the school year.</p> <p>Introduction of healthy ambassadors has supported well-being of selected pupils and facilitated peer mentoring on this.</p>	<p>Continue to develop the skills of all staff in delivering the PE curriculum.</p> <p>Enhance opportunities for girls to participate in sporting fixtures against other teams in traditionally male dominated sports, e.g. girls football team to take part in a league/cup.</p>

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><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	53%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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: 2019/20		Total fund allocated: £19,530	Date Updated: 19/09/19	
<b>Key indicator 1:</b> 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:
				47%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure pupils have a minimum of two hours physical activity a week. This could either be two 1 hour PE lessons or 1 hour PE and swimming. This provision is complimented by the use of the daily mile over the week.</p> <p>The use of sports coaches is intended to allow for greater focused support within lessons/clubs ensuring that pupils of all abilities are challenged appropriately to reach their full potential in PE – with a particular focus on stretching our pupils to demonstrate skills above age related expectations.</p>	<p>To ensure sports coaches are deployed appropriately to meet these standards to keep the children active and ALL taking part in physical education.</p> <p>Offer sports clubs to increase the quantity and quality of physical activity within school.</p>	<p>£9340 (£6240 sports coaches contract, £2,800 for swimming coaching support and £300 PE safety check)</p>	<p>Each class receives two hours of Physical Education a week. The sports coaches deliver a lesson for each year group as well as a class teacher teaching another hour within the week.</p>	<p>Tracking the physical education the pupils are taking part in, for example each class has a PE book or folder where at the end of each lesson they reflect what activity they completed and what they have learnt.</p> <p>To promote and maintain engagement the sports coaches to remind the pupils of the additional competition between classes for having the correct kit and participating in PE lessons with this leading to a reward at the end of the year.</p>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Daily mile continues across the school to promote daily activity.	The daily mile is timetabled as part of the curriculum.		Daily mile is part of a routine and this has improved the physical activity of all of our pupils, especially those with sedentary lifestyles. This has had an impact on the physical and mental well-being of pupils and staff.	Encourage this activity to continue throughout the winter months. Revisit ideas for how to record achievement.
Celebration of pupil participation/achievement in sports outside of school.	Reminder to pupils and parents to share their achievements in local clubs and promptly displayed on the PE board/celebrated in assembly.		The PE clubs board is updated on a regular basis and is located on the corridor on busy hallway to the main hall. Pupils, parents and visitors regularly stop and review this.	Celebrate these achievements more often in assemblies to raise profile of sport in the community.
Initiative to engage parents in PE lessons with their children to raise profile and awareness of healthy activity in the community.	Create rota for inviting parents in to participate in PE lessons with their children on termly basis.		Last year several year groups had parents participate in a range of activities, including gymnastics and fitness lessons and also joined in with running club.	Gain more evidence/parental feedback from these sessions to show impact in terms of physical but also emotional/social well-being, e.g. bonding with son/daughter
Healthy ambassadors appointed to raise awareness of healthy lifestyle – present assemblies and award certificates for PE star of the week.	Healthy ambassador lead to work with PE co-ordinator and sports coach to create selection criteria and consult to nominate pupils that would benefit and fulfil this role effectively.	Footstars sports coaches time is part of their contract. 4 x Lunch Club and after school clubs	Healthy ambassadors will be identified across the school and undertake some work on improving their understanding of healthy lifestyles for their own benefit and then to pass this information on to others.	Utilise healthy ambassadors on a regular basis to lead parts of assemblies and to have opportunities to share their knowledge across the school/with parents.
Bikeability scheme is offered to Year 5 pupils.	Ensure instructors are booked for the second half of the summer term.		12 children participated and successfully completed bikeability last year with greater awareness of road safety and cycling proficiency.	Try to increase the offering to a greater number of students next year.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				25% of teaching staff are team teaching and being upskilled.
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All teaching staff are currently upskilled within the PE lessons being delivered by the external sports coaches. Teaching staff come out to support and watch the lesson taking place. This will lead to raised standards of PE provision.	Teachers are being upskilled. Teachers understand and are more confident they can deliver a lesson. Teachers taking additional notes and placing with the session plans given by the PE teacher.	Within the £6240 above for sports coaching)	This has given the teachers increased confidence and knowledge to teach PE themselves for one hour during the week ensuring an extra hour of physical education for all pupils.	Next steps would be to upskill the teachers further by holding a further CPD session delivered by the sports coaches demonstrating how to deliver a PE lesson and the importance of Physical Education as part of the curriculum.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				50%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: As a school we run 11 different lunch/after school clubs as extra curriculum sports for children to attend. We also deliver five breakfast clubs a week, three of which are sports related and get children active before the start of the day. Years 5/6 continue to experience deep water swimming at local high school.	Encourage greater numbers and a wider range of children to take part when possible. Maintain the interest shown in the clubs and offer places to children on stand-by lists immediately. Potentially run more lunch/after school clubs will support from teaching staff. Liaise with high school to ensure this provision can continue.	£6,240 sports coaches, £1,000 for Dance club subsidy, £2000 for coach hire to deep water pool and £500 for PE equipment replenish	We keep a register of those attending. Currently we have well over 200 children attend those 11 clubs. The impact of the clubs, especially through demand is evident in having over 100 children on waiting lists. The use of the deep water pool has increased the skills and confidence of our older and more able pupils.	Explore whether it is feasible to accommodate greater numbers of pupils at existing clubs. Explore whether we can increase the quantity and range of our extra curriculum clubs.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				3%

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>The school enters as many competitions which we are able to attend and always try to ensure pupils get every opportunity to take part where possible.</p> <p>To promote girls taking part more often in fixtures in traditionally male dominated sports.</p>	<p>Enter more competitions in a wider range of sports for both KS1 and KS2 compared to last year.</p> <p>Offer a girls' running club</p>	<p>£450 for IPSAA and School Games membership</p>	<p>Taken part in school competitions across the year. Taking part in football, netball, athletics, cricket, swimming and many others. We have had a lot of success in these competitions which has had a positive impact on children's self-esteem/confidence and has led to more pupils wanting to become involved in relevant clubs.</p>	<p>Compile a running record of how we get on in competitions and publish on website/school newsletter.</p> <p>Put photographs around the school so children see the enjoyment associated with competitions and promote further interest by encouraging pupils to write match reports for inclusion on website/newsletter.</p>