

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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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](http://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"> <li>• Staff have worked effectively with a specialist P.E. teacher which has improved the quality of P.E. provided to children throughout school.</li> <li>• The Daily Mile has been fully implemented and is used to promote activity levels and improve concentration in classroom based lessons. 100% of children are engaging in 15 minutes extra daily physical activity.</li> <li>• Additional P.E. resources have improved the quality of lessons and ensured that all children are engaging for the majority of the lesson. Attainment outcomes in P.E. have improved with more children achieving expected standard and greater depth.</li> <li>• Extra-curricular sporting clubs have been offered to KS1 and KS2 children.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve activity levels at break and lunchtime. When questioned, only 60% of children said they exercised during breaks.</li> <li>• To offer a wider range of extra-curricular sporting clubs to Foundation Stage, Key Stage 1 and Key Stage 2 children.</li> <li>• Purchase additional technology to increase enthusiasm for sport.</li> <li>• Purchase a scheme of work which encourages progression each year.</li> </ul>

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

<b>Academic Year:</b> 2018/19		<b>Total fund allocated:</b> £16740		<b>Date Updated:</b> Summer Term	
<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:  64%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
- To offer a broad range of different physical activities at lunchtimes on a daily basis.	-Sports coach employed to engage pupils in activity. -Sports coach to monitor which sports interest the children and offer alternative activities in order to engage more children.	£7430	-Feedback from pupils has been positive. -Increased numbers of children are taking part in "Active Playtime" activities.	-Update activities to maintain pupil's enthusiasm and look at different ways to motivate activity (stickers, prizes, special mentions etc)	
- To increase activity at playtimes through improved provision and organisation of games and activities.	-Year 5 Play Leaders used to raise the profile of sport and physical activity. - Playground equipment available for Play Leaders to deliver activities. - Physical activity co-ordinator appointed to support Playground Leaders to deliver lunchtime activities to increase pupil activity.	£3240	-Physical Activity Co-ordinator has regular meetings with and has shadowed the PE Specialist. She is supporting Year 5 Play Leaders to run organised playtime activities. -Number of issues at Playtimes have reduced as PE Specialist is managing all the young leaders, supporting them to run their activities successfully.	- Ensure new cohort of Playground Leaders are trained and understand their role.	
- To provide additional after-school clubs to increase pupil physical activity.	-All teachers to deliver an after school sports club.		- Good numbers of pupils attending after school clubs, with all KS2 clubs exceeding capacity	- Offer additional after school opportunities, particularly in the Foundation Stage and key Stage 1. - Increase the variety of clubs on offer.	
<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:
<p>-To use sporting activities to promote pupil well-being, growth mindset and self-esteem.</p> <p>-To celebrate sporting successes regularly in whole school collective worship, through social media and newsletters.</p>	<p>- Monitor that each class is completing the Daily Dash.</p> <p>- Complete a ClassDojo review of pupil engagement in learning and track the activity levels of any children who appear less focussed.</p> <p>- Monitor active playtimes.</p> <p>-Regular staff meetings to be held to ensure we are working together to promote PESSPA.</p> <p>-Provide staff with time and equipment to post regular social media updates.</p> <p>-Include a school sporting achievement in each newsletter.</p>	£0	<p>-ClassDojo analysis.</p> <p>- Staff and pupil feedback shows that physical activity is having a positive impact on learning through increased energy levels and concentration.</p> <p>- Staff embrace the importance of physical activity and are providing regular opportunities for children to engage in sport.</p> <p>- Twitter, Facebook and ClassDojo regularly used to celebrate PESSPA.</p> <p>- Newsletters and Local Paper share achievements of individuals, teams and whole school.</p>	<p>- Develop a sports council to lead development of PESSPA in school.</p> <p>-Create a sporting successes display board to celebrate achievement.</p> <p>- Complete a termly review of pupil well-being including a review of who takes part in sport and who doesn't.</p> <p>- Develop an award for intra-school sporting competitions.</p>

<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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>- To improve the planning, teaching and assessment of PE lessons in school.</p> <p>-To provide relevant CPD to increase staff confidence in teaching PE lessons.</p>	<p>- P.E. specialist to work with all staff, tracking P.E. lessons from planning to delivery.</p> <p>-P.E. specialist support teaching staff in assessing children's attainment and progress.</p> <p>- Purchase a P.E. scheme of work.</p> <p>- Less confident staff attend EIS days to access a wide variety of sporting activities.</p> <p>- Teaching and support staff provided with the opportunity to work with P.E. specialist teacher, building confidence and knowledge.</p> <p>- P.E. co-ordinator to access Active Maths training – Maths of the Day.</p>	£695	<p>- Staff using PE Milestones Assessment grids to monitor pupil progress.</p> <p>-Val Sabin P.E. scheme purchased. Training to be accessed in 2019-20.</p> <p>- Feedback from teaching staff indicates an increased level of confidence.</p> <p>- Staff offering a wider range of sporting opportunities.</p> <p>- P.E. co-ordinator disseminated knowledge and supported staff in building physical activity into classroom based lessons, particularly maths.</p>	<p>- Track attainment in PE when compared with core subjects at expected and greater depth.</p> <p>-Audit staff knowledge and confidence through questionnaire.</p> <p>- Provide further training opportunities.</p>
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				32%
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>- To offer a variety of sports and physical activities at lunchtimes.</p> <p>-To provide a wider range of</p>	<p>-Lunchtime sports coach trained in delivering a wide range of sports based on children's interests.</p> <p>- Purchase of audio system to allow for indoor and outdoor dance opportunities.</p>	£1570	<p>-Increased number of pupils accessing lunchtime activity.</p> <p>-A wide range of after school</p>	<p>-Continue to explore opportunities available to include all children.</p> <p>-Identify target groups of children who aren't attending</p>

<p>afterschool clubs to target children's different interests.</p> <p>- To give KS1 and KS2 children opportunity to take part in a range of sports in an internationally renowned venue.</p> <p>-To make a wider range of P.E. equipment available so pupils can access a broad PE curriculum.</p>	<p>- P.E. specialist to co-ordinate the Mini Olympics events for both KS1 &amp; KS2 at the English Institute of Sport in Sheffield.</p> <p>- Purchase gymnastic resources.</p> <p>- iPads to encourage self and peer review and the use of video to examine good practise.</p>	<p>£3805</p>	<p>clubs have been offered to Foundation, KS1 and KS2 children including dodgeball, multi-skills, Zumba, cheerleading, netball, cricket and football.</p> <p>- Whole school attended mini-Olympic events and had opportunity to try a wide variety of sporting events.</p> <p>- Children accessing a much wider range of sports than before.</p> <p>- Increased interest in sport reported following introduction of iPads.</p>	<p>lunchtime activities and afterschool clubs and find out why they are not accessing these and ways to help them become more active.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p> <p>0%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>- To provide children with opportunities to take part in a wide variety of competitions.</p> <p>-To explore ways of providing further intra school sporting competitions</p>	<p>-P.E. Specialist to co-ordinate the JMAT Cluster Sports Calendar and support us in accessing as many competitions as possible.</p> <p>- P.E. Specialist will find ways to encourage more KS1 children to take part in competitive sport.</p> <p>- The school will look at introducing further intra school sporting opportunities for all pupils.</p>	<p>£0</p>	<p>-KS2 Gymnastics team won Key Steps competition for the second year running.</p> <p>- All children competed in the EIS mini Olympic events against children from other JMAT schools.</p>	<p>Look into how we can attend more JMAT sporting competitions where possible (team size etc).</p> <p>Introduce weekly Intra School Sporting Competitions.</p>