



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:

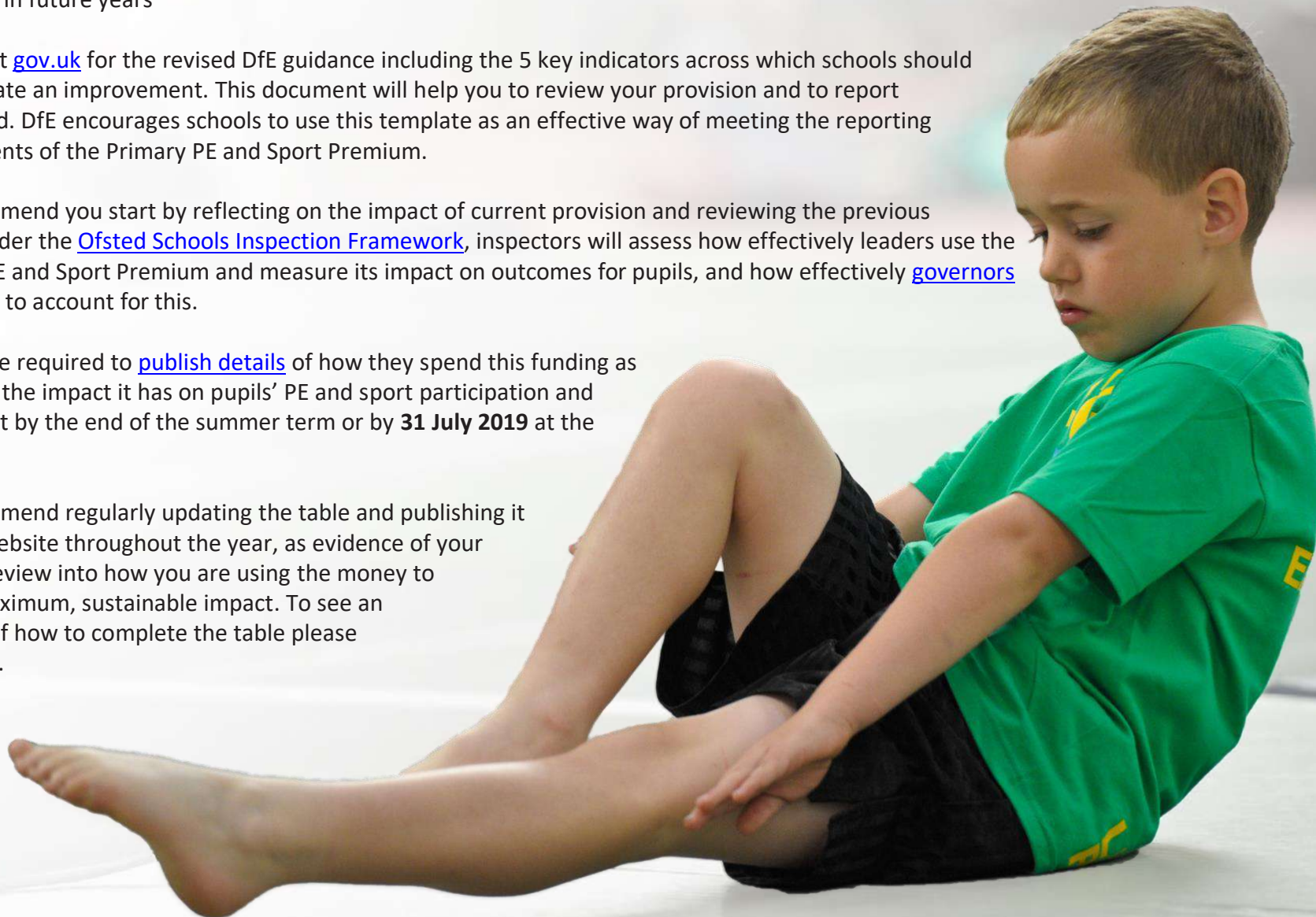
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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: |
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| <p>Increased participation across a number of sports competitions and festivals</p> <p>Wider variety of sports clubs offered after school</p> <p>Exposure to sports through external coaches</p> | <p>To engage a higher percentage of girls in sports</p> <p>Using PE to improve academic outcomes</p> <p>Using PE to support the social development of our children (Mental health and Wellbeing)</p> <p>To expose our children to a wide variety of sports and sporting opportunities</p> <p>To celebrate our children's achievements through the kite mark award</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>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p> | 47% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 44% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 47% |
| <p>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?</p> | 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.

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| Academic Year: 2019-2020 | | Total fund allocated: £18,370 | | Date Updated: July 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: 44% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| PE lessons timetabled to ensure every year group has a full afternoon. | Timetable re-assessed Summer 2019 | | | | |
| Extra-curricular opportunities offered to all year groups Year 1-6 across the year | PE coordinator to converse with HT & staff running after school clubs | £655 Level 3 TA £45 FA Football entry | | | |
| Coaches timetabled to lead sports at lunchtime | PE coordinator to organise a timetable for lunchtime sports – change half/termly depending upon interest | £5,850 | | | |
| Provide additional opportunities for the children to exercise | Liase with SSP lead to ensure we access additional opportunities Staff meeting to discuss opportunities with staff | £1,500 | | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 20% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |

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| Provide opportunities for children to understand the importance of being able to read. | Organise opportunities with the Martin Grey coaches and other sports people who come into school. Make links with local clubs | £1000 | | |
| Hold termly house events to promote team work. | Gather pupil voice around house events. Organise house events for the Autumn, spring and Summer terms | | | |
| Train a group of children to be playmakers to promote leadership and teamwork. | Liase with the SSP re. training the playmakers. Give each child a role and monitor | £200 | | |
| Promote the impact of sports, exercise and physical activity on our health | Teach the children the importance of a healthy lifestyle through PE, PSHE & Science lessons. | | | |
| A group of children trained to be Shooting stars to promote leadership and teamwork. | Liase with the assistant head/SENCO to select and train a group of children to be Shooting Stars | £150 | | |
| Provide additional opportunities to encourage girls to participate in sports and physical activity. | Liase with the SSP to take part in additional sporting opportunities. Gather pupil voice (girls) to support in planning opportunities which interest them. | £1000 | | |
| Apply for the Games Mark (Sainsbury's Kitemark) | Make staff aware of the games mark PE coordinator to begin application process in the Autumn term Organise a games day in the Summer term to celebrate the sporting activities in school | £150 | | |
| Sports kit for events | Complete an audit of the sports kit we have. Purchase new sports kit | £1,300 | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 13% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Dance CPD for teachers in Years 1-6 | Organise through the SSP lead | £900 | | |
| Martin Grey coaches to provide termly CPD for staff | PE coordinator to liase with Martin Grey and head coach to plan opportunities for CPD | £1,300 | | |
| Staff Meeting for teaching staff – CPD around assessment of PE | PE coordinator to further develop the assessment system used last year. As a school look at what WT/EXP and GDS standards look like in PE | £200 | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| Extra-curricular opportunities offered to all year groups Year 1-6 across the year | PE coordinator to converse with staff running after school clubs | Cost included above | | |
| Coaches timetabled to lead sports at lunchtime | PE coordinator to organise a timetable for lunchtime sports – change half/termly depending upon interest | Cost included above | | |
| Provide additional opportunities for the children to exercise | Liase with SSP lead to ensure we access additional opportunities Staff meeting to discuss opportunities with staff | Cost included above | | |
| Transport to and from events | Transport to be arranged to ensure we can travel to and from events organised | £1500 | | |
| Purchase event specific sports equipment | Complete an audit of sports | £1000 | | |

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| | equipment Cross reference audit with the events calendar and identify where we lack equipment | | | |
| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| Organise intra-school events | Organise termly house events | £120 | | |
| Enter inter-school events | Attend SSP lead PE meetings for event information. Enter the local Football league Participate in our multi-academy trust football events Maximise participation in competitive events when more than 1 team can be entered | £1000 £500 Dance Festival entry | | |
| Transport to and from events | Transport to be arranged to ensure we can travel to and from events organised | Cost included above | | |