



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

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 PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. We recommend regularly updating the table and publishing it on your website 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>Increased participation in sports competitions</li> <li>Increased success at tournaments and competitions</li> <li>Increased participation in sport</li> </ul>	<ul style="list-style-type: none"> <li>Further develop teacher subject level</li> <li>Extend the range of sports promoted within school</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?	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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: 2017/18		Total fund allocated: £18, 010	Date Updated:	
<b>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</b>				Percentage of total allocation: 25%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increased daily physical activity, both during lesson time and during break times and lunchtimes.</li> <li>TAs and LSAs to deliver lunchtime provision of physical activities.</li> <li>Target of 25% of children in extra-curricular clubs throughout the week.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring high quality sports coaches for two full days of lessons, including lunch time and afterschool clubs and running CPD opportunities in staff meetings and during INSET days or release time for the sports coaches to provide dedicated training with teachers and other support staff.</li> <li>Staff are given opportunities to practice and master their skills.</li> <li>Purchase:                             <ul style="list-style-type: none"> <li>A range of resources for use at playtimes and lunchtimes.</li> </ul> </li> </ul>	£10,700	<p>Increased levels of engagement during playtimes and lunchtimes due to new equipment.</p> <p>Children supported and guided by Teaching Assistants and some Young Leaders.</p> <p>Staff are more able to deliver high quality lessons and all children are able to access the curriculum due to purchase of resources.</p> <p>All children throughout the school are taught at least one hour of high-quality P.E. each week.</p>	<p>Teaching Assistants to use purchased equipment to run structured activities/competitions during lunchtimes.</p> <p>Teachers and Sports Coaches to still offer opportunities to attend sports clubs next year (Some offered to KS1).</p>
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				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:

<ul style="list-style-type: none"> <li>•To increase the amount of children participating in P.E. lessons, extra-curricular clubs and physical activities throughout the day.</li> <li>•Use of peer assessment in lessons to develop children’s skilling of assessing themselves and others.</li> <li>•Competitions to be used as incentives for good behavior.</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in city wide competitions.</li> <li>- Swimming in Key Stage 2.</li> </ul>	<p>£1,295 LSSP Bronze membership to entitle schools to enter competitions</p> <p>£5,148</p>	<p>Children have experienced sports that they have not experienced before.</p> <p>Improved participation in extra-curricular activities.</p> <p>Some children participated in city-wide competitions for the first time.</p> <p>Medals were purchased for children to win at Sports Day.</p>	<p>Resign for entry into LSSP competitions for 2018-19. Children to be awarded participation due to attendance, behaviour and commitment to practice/clubs.</p> <p>Opportunities also given to children who may not be given them usually.</p> <p>Swimming to continue throughout KS2. All children to attend and push towards 25m end of Key Stage target.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Allowing the sport coaches to offer CPD opportunities for staff members regularly in order to up-skill them.</li> <li>• Increasing staff confidence by staff watching coaches teaching and to repeat or build upon skills shown in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Hiring high quality sports coaches for two full days of lessons, including lunch time and afterschool clubs and running CPD opportunities in staff meetings and during INSET days or release time for the sports coaches to provide dedicated training with teachers and other support staff.</li> </ul>	£10,700	<p>Staff given support and CPD in planning their own lessons.</p> <p>Children received a minimum of an hour of P.E. each week with a qualified sports coach that staff can observe.</p> <p>Target Tracker is updated by both coach and teacher several times a year.</p> <p>Staff are able to teach a higher quality of lesson due to purchasing of resources.</p>	<p>Sports Coaches to return with reduced hours next year. Staff to use gained CPD knowledge to teach P.E. more independently.</p> <p>Purchase of scheme to assist teachers further?</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Staff and coaches will run a wider range of activities throughout the school year, in Breakfast Club, Lessons, Lunchtime Clubs and Afterschool Clubs.</li> <li>• School to allow children to access a wider range of clubs throughout the year for children to experience sports they may not otherwise.</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase: <ul style="list-style-type: none"> <li>• A range of resources for use at playtimes and lunchtimes.</li> </ul> </li> <li>- Special events including: <ul style="list-style-type: none"> <li>• Bikeability</li> <li>• Trampolining</li> <li>• Sports days</li> <li>• Dance from other cultures</li> </ul> </li> </ul>	<p>£700</p> <p>£500</p>	<p>Games played at break times with younger children sharing and disseminating game knowledge, sportsmanship and participation throughout the school.</p> <p>Children attended and experienced clubs/sports such as Yoga, Hockey, and Basketball; activities that many children had not engaged in before.</p>	<p>Afterschool clubs to be continued next year. A wider range of 'special events' to be brought in next year as a means of improving.</p> <p>Need to, once again, converse with St. Nicholas' Academy regarding Sports Day.</p>

			<p>85% (all but 3) of Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left our school in July 18.</p> <p>All children from Yr 3-5 received sessions in water safety and basic rescue skills.</p> <p>100% of children involved achieved the Young Leaders Award.</p> <p>Bikeability = 96% of children achieved Level 1 and 92% achieved Level 2. Prior to the course, two children were unable to ride a bike.</p>	Teaching Assistants and Young Leaders to man activities during playtimes.
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				7%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>•A higher percentage of children taking part in competitive, inter-city/school tournaments and competitions.</li> <li>•Children to be taught the skills in P.E. lessons/clubs to transferred into competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase: <ul style="list-style-type: none"> <li>• A full set of school football kits.</li> <li>• Trophies/Medals.</li> <li>• Spare P.E. kits.</li> </ul> </li> <li>- Transport to competitions and special events.</li> <li>- Entrance into Cross Country events throughout the year.</li> </ul>	<p>£500</p> <p>£80</p>	<p>The school took part in Cross Country competitions for the first time in a few years.</p> <p>We entered a range of sporting competitions:</p> <p>Year 2 - Matball</p> <p>Year 3 - Football, Bobbleball, Athletics</p> <p>Year 4 - Football, Bobbleball,</p>	<p>The school are now part of the Cross Country league emailing list and, therefore, will be updated as to when the new league begins.</p> <p>After-school club to continue running and team to be selected in September for events.</p>

	<ul style="list-style-type: none"> <li>- Participation in city wide competitions.</li> </ul>	<p>£1,295 LSSP Bronze membership to entitle schools to enter competitions</p>	<p>Athletics, Cross Country Year 5 - Football, Athletics, Badminton, Dodgeball, Cross Country Year 6 - Football, Athletics, Cross Country, Cricket, Rounders</p> <p>Increase in enjoyment of sports and sportsmanship qualities.</p> <p>We had great success in these competitions, achieving first place in the Cricket and Athletics competitions, reaching the city finals in Girl's Football and a resilience/performance of the day in Dodgeball.</p>	
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