



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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:

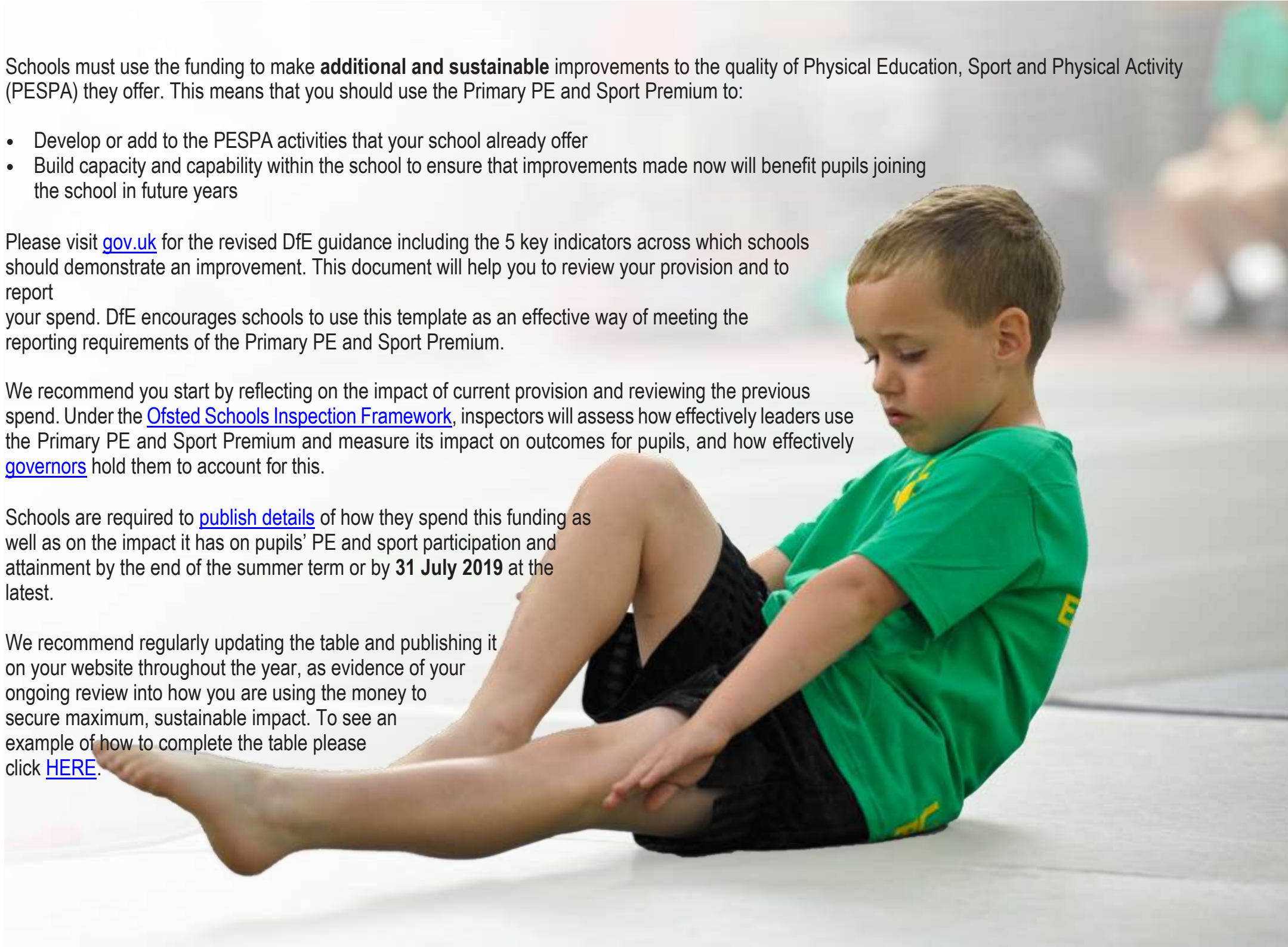
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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"> • Improving the quality of PE lessons and after school clubs. • Allowing children more opportunities to compete in competitive sport. • Broader range of sports delivered throughout the year such as boccia, karate, gymnastics and more. • Improving breaktimes when introducing more opportunities to be physically active by purchasing more equipment for pupils to use. 	<ul style="list-style-type: none"> • More focus on improving staff subject knowledge, increasing confidence, and skills of all staff in teaching PE and sport.

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.	% 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 **over and above** 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: £17,808	Date Updated:		
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: 0.45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
We wanted to ensure that pupils have the necessary equipment to participate in sporting activities, whether that be at lunchtime or during PE lessons. These were also used for afterschool clubs such as multi-skills to use too.	Purchase good quality equipment for PE lessons, break times and after school clubs.	£80	Purchased new playground equipment – more pupils were engaging with physical activity at break/lunchtime. Different activities were created for different days to help everyone get involved in physical activity at breaktimes. Equipment was improved in PE lessons and also helped after school clubs such as multi-skills use different equipment.	Audit equipment regularly to see what needs replacing/updating. Staff given information about active learning.

Key indicator 2: 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 impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Staff use tools on the websites to help improve lessons. (e.g. AFPE website.)</p> <p>PE display board in frequently used corridor, allowing for all pupils and staff to see it.</p>	<p>Resources and lesson/activity ideas on the shared staff domain.</p> <p>PE board is up to date, with relevant guidance and information regarding after school clubs and external club provision.</p>	<p>(Printing costs)</p>	<p>Teachers being able to access a broader range of material to improve lessons.</p> <p>Pupils are able to see what competitions we have been to and what they might like to join in with in the future.</p>	<p>Continue to share resources and keep non-PE specialist staff up to date with guidance and latest information regarding best practice.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				90%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure that teachers feel confident in PE lessons so that children get high quality teaching.	Teachers are given opportunity to observe the specialist sports coach. Specialist sports coach supports/delivers PE lessons. Staff going on courses, such as gymnastics, to help improve quality of lessons.	£16,000 £180	Pupils get good quality lessons and make progress. Afterschool clubs are available to all children throughout the school. Children are excited to attend PE lessons and after school clubs.	Introduce more chances to improve staff subject knowledge, so they can deliver more lessons. PE meetings staff can attend to ask questions and get the latest guidance on PE lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Use external companies and sports coach to deliver a range of sports both in curriculum time and after school. Long term plans in place so they get a broad range of sports over the entire calendar.	After school clubs run throughout the year, with good attendance. Long Term Planning ensures a progression of skills throughout the year and across year groups/key stages.	Time	Good attendance in all sports clubs, children able to access different sports with an 'expert' – gymnastics and karate. More interest in clubs and out of school activities. Links to local clubs, where children have had chances to attend taster sessions. Long term plan has been developed to allow all years a range of sports and activities throughout the year.	Continuation of sports coach into next year with long term plans and clubs being planned around the school calendar. After school clubs to continue partnerships with external agencies.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>We aim to take 2 teams to every organised competition that the LSLSSP run. We also give every student a chance to represent our school through these competitions.</p> <p>Transport has been provided to some sports festivals.</p> <p>Organise inter-house competitions within school. (inc. Swimming Gala)</p>	<p>Attend more LSLSSP organised competitions.</p> <p>Take two teams to competitions where possible.</p> <p>Every year group gets the chance to play for their house in team games, during PE lessons and lunch times.</p>	<p>£1000</p> <p>£170</p>	<p>LSLSSP membership allows for attendance at local and countywide competitions. Football league subs allow children to participate in a realistic league with local teams.</p> <p>More pupils able to attend competitions when the transport barrier was removed.</p> <p>Pupils engaged in their PE lessons when they were playing for their house group, results were posted on the PE board.</p>	<p>Continue in the LSLSSP and continue to participate in tournaments, hopefully extending the number of teams we can enter, giving more children a chance to represent the school in out of school competitions.</p> <p>Continue with inter-house competitions.</p>