



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



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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 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:
<p>Appointment of a sports apprentice to support staff in the delivery of PE lessons.</p> <p>Introducing differentiated PE lessons with support from the sports apprentice.</p> <p>Introduction of core task assessment and evidencing of this through videos, supported by sports apprentice.</p> <p>CPD offered to whole staff and also individuals through the SLA and membership of YST.</p> <p>Participation in the School Games L2 festivals and achieving Bronze School Games Award.</p> <p>Silver YST award.</p> <p>Participation in SLA festivals and the running of L1 events in school to enable selection of pupils to compete in L2 events.</p> <p>The running of a Change for Life Club by the sports apprentice.</p> <p>Provision of after school activities and breakfast club activities.</p> <p>Evaluating the swimming provision and monitoring standards achieved, targeting pupils not reaching the required standards.</p>	<p>Continue to employ the sports apprentice to support delivery of PE and maintain/improve standards of differentiation and assessment in PE lessons.</p> <p>Continue with the provision of CPD for staff through the SLA and YST membership to maintain high quality PE provision throughout the school.</p> <p>Training in Active Literacy and Numeracy through the YST to increase activity levels for all pupils.</p> <p>Introduction of the daily mile and monitoring the impact of this on all pupils but the less active in particular.</p> <p>Purchasing the SLA to enable more pupils to access competitive sports outside of the school – being a large school and limits to numbers able to compete in School Games competitions this will have a huge impact on participation.</p> <p>Introduction of sports leaders to lead playtime activities to encourage more pupils to be active at playtimes.</p> <p>To develop leadership opportunities within PE lessons and use the School Games values across PE and other subjects.</p> <p>Yard markings for PE lessons, playtimes and after school activities.</p> <p>Continue the monitoring and targeting of swimming – this will only show impact for pupils currently in Y4 when they reach Y6.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?</p>	<p>83.3%</p>
<p>What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?</p>	<p>83.3%</p>

<p>What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</p>	<p>83.3%</p>
<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>	<p>Yes/No</p>

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: £18640	Date Updated: November 2017	
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:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To provide opportunities for all pupils to participate in regular physical activity to improve mental and physical health and wellbeing.	All pupils participating in the Daily Mile. Providing access to all pupils to a range of sports clubs, including breakfast club. Sports apprentice to support these activities. Training of sports leaders to provide playtime activities for all pupils. Provision of yard markings for PE lessons, playtimes and clubs. OPAL play to encourage creative and active lunchtimes.	£2500	All pupils participating in the Daily Mile more pupils running and completing a higher number of laps. Registers for the clubs and monitoring which pupils are participating. Higher number of pupils from different year groups participating in clubs. Leaders trained and leading activities at playtimes – higher number of pupils taking part in active playtimes. Yard marked and markings in use. OPAL play boxes in place and children using them at lunchtimes.	Monitor classes participation and look at pupils keeping a record and setting personal challenges. Monitor pupils attending clubs and try to encourage/promote to pupils not participating. Monitor pupils taking part and target pupils not taking part. Teach pupils how they can use these markings at playtimes. Monitor use and try to encourage the pupils to use the equipment actively.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>The use of Active Literacy and Numeracy within lessons to increase activity levels during these lessons but also to increase progress made in Maths and English.</p> <p>The teaching of leadership skills in PE being transferred to other subjects and the adoption of School Games Values across the school.</p>	<p>Training for all staff in Active Literacy and Numeracy. Monitoring of impact through lesson observations. Monitoring of progress made in Maths and English.</p> <p>Training for staff in developing leadership skills through PE lessons and looking at how these skills can be transferred. Sports apprentice to support the use of leadership skills in PE lessons. Monitoring of impact through lesson observations. Adopting School Games values and leadership skills and promoting them through assemblies and within classes.</p>	<p>£3000</p>	<p>All staff trained in Active Literacy and Numeracy. Senior Leadership to have observed this training in place during lesson observations. Pupils more active during lessons and achieving higher standards in English and Maths. Leadership skills being observed during PE lesson observations and observations of other subjects. Pupils developing a broader range of skills which they can apply throughout school.</p>	<p>Monitor impact and whole school standards – look for trends eg. if this is working for a particular group within school.</p> <p>Look for which aspects of leadership have been most successful and with which pupils. Identify other opportunities for pupils to develop and use these skills. Link with KS3/4 and provide them with this information.</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:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Purchase SLA and YST membership to access a range of CPD for all staff to access to maintain high quality PE for all pupils.</p> <p>Use differentiation and assessment to meet the needs of all pupils in PE.</p>	<p>Purchase SLA.</p> <p>Purchase YST membership.</p> <p>Sports apprentice to support in PE lessons.</p> <p>Staff to attend CPD provided for whole school and individuals.</p> <p>Lessons monitored for evidence of training being used to meet pupil needs.</p>	£5240	Staff to attend CPD and evidence of this training is observed during PE lessons, with pupils needs being met leading to a higher standard of PE.	<p>Look at how the impact of this CPD can be best monitored.</p> <p>Continue to access CPD provided through the SLA to continue to raise standards and ensure best practice is in place.</p> <p>Meet needs of new staff.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All classes to attend at least one festival provided through School Games or the SLA and prepare for these during PE lessons and/or clubs.</p> <p>As these festivals are targeted at different year groups pupils will access different activities each year as they move through school.</p> <p>Sports leaders to run a range of playtime activities and increase the number of pupils choosing sports activities at playtimes.</p>	<p>PE leader to organize which class/classes attend each festival and complete letters for parents, arrange transport, complete EVOLVE.</p> <p>Sports apprentice and class teachers to prepare pupils during lessons to attend these festivals.</p> <p>Staff/apprentice to provide sports clubs.</p> <p>Information made available to pupils about community clubs linked to the festival activities.</p> <p>Sports leaders trained and running a range of playtime activities.</p>	£5900	<p>All pupils attending at least one festival – pupil feedback forms completed.</p> <p>Noticeboard and information about community clubs available on the school website.</p> <p>Registers for school clubs.</p> <p>Higher number of pupils taking part in sports activities during playtimes.</p>	<p>Continue to purchase SLA to enable all pupils to have the opportunity to participate.</p> <p>Target pupils to attend school and community clubs.</p> <p>Look at current leaders training up sports leaders for the following year.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All classes to attend at least one festival provided through School Games or the SLA and prepare for these during PE lessons and/or clubs. All KS2 pupils participating in L1 festivals to select teams to go forward to L2 School Games.</p>	<p>PE leader to organize which class/classes attend each festival and complete letters for parents, arrange transport, complete EVOLVE. Sports apprentice and class teachers to prepare pupils during lessons to attend these festivals. Staff/apprentice to provide sports clubs. Sports apprentice to run L1 competitions to select teams to go forward to L2 School Games festivals.</p>	<p>£2000</p>	<p>All pupils attending at least one festival – pupil feedback forms completed. L1 festivals run in school and teams competing in L2 events. Registers for school clubs.</p>	<p>Continue to purchase SLA to enable all pupils to have the opportunity to participate. Develop L1 festivals.</p>