



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](https://www.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>Silver Mark achieved.</p> <p>Kara Palmer qualified with the Physical Education Schools Sport Physical Activities (PESSPA) award in order to raise standards and lead groups.</p> <p>Offered CPD to staff weekly through Kara's input.</p> <p>Increased number of entries in to local competitions. All year groups have had the opportunity to participate. Range of children invited.</p> <p>Arranged and supported Fun Runs at other school within the local area.</p> <p>Additional swimming opportunities offered to Year 3 – as well as Year 4.</p> <p>Offered new sports: kitesurfing, yoga, bowls, baseball, volleyball, Frisbee.</p>	<p>Work towards Gold Mark.</p> <p>Ensure all staff are aware of the 5 key indicators and that it remains as a whole school focus.</p> <p>Continue to seek opportunities to provide additional enrichment opportunities for children – particularly in terms of broadening range of sports offered.</p> <p>Look at raising physical activity at break time and lunch time through zoning and more structured play (including physical games).</p> <p>Ensure all children are participating in PE by providing PE kits and suitable footwear.</p>

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?	63%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%
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

*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: 2018/19	Total fund allocated: £18110 Kara Palmer: £10,150	Date Updated: May 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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve the number of children who are able to swim in order to potentially raise their activity levels outside of school, opening up leisure activities. Raise % of pupils able to swim the required 25m.	Years 3 AND 4 to swim for 10 weeks at Horizon, Waterlooville.	£3904 (swimming pool hire and instructors) £2040 (transport to pool)	Collate data showing starting points and attainment.	Increase our percentage of swimmers annually.
Offer a range of clubs at different points in (and outside of) the school day.	Ensure that before school, lunch-time and after school sport clubs run and include elements of fitness, sportsmanship and competitiveness.	KP FUNDING	All after school clubs run to full capacity (with some having waiting lists).	Ensure clubs are rotated to maintain interest and keep things exciting for the children.
Ensuring all children increase their daily physical activity through the use of classroom based activities.	All classes will set aside 10-mins daily to undertake their classroom based activity.	KP FUNDING	Kara to cascade this element of her training to all staff during staff meeting time so that staff have a 'bank' of ideas to use which will increase the levels of daily physical activity.	Vary ideas to maintain engagement.
Increase physical structured activity time at break time and lunch time.	Increase a zoning system (observed from a another local school) Implement adult play leaders	KP FUNDING	More children willing to engage in physical activity.	Regular reviews of system in place. Feedback from outside adults and children.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Raise the profile of PE across the school.	<p>For children to want to participate in PE and extra-curricular activities and be able to talk about them enthusiastically.</p> <p>Children to speak about their achievements – inside or outside of school - in Celebration Assembly. Ensure all sporting events are reported on in the school newsletter weekly.</p> <p>Children to attend the clubs on offer before school, at lunchtime or after school.</p> <p>Signpost children to extra-curricular activities outside of school * (* ensure parents are aware that this is not monitored by school)</p> <p>Children to take part in 2 quality PE sessions every week.</p>	KP FUNDING	<p>Photographed evidence of all events.</p> <p>Increased number of children participating.</p> <p>Children uphold a sense of achievement and pride. Impact on aspirations in sport.</p>	<p>Continue to seek opportunities for the profile of PE to be raised.</p> <p>Establish and maintain links with sporting clubs in the community.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>All teaching staff have worked with Kara Palmer (PESSPA) to observe good practice and improve their confidence and subject knowledge.</p> <p>Survey monkey questionnaire to be distributed and completed by all teaching staff to gauge where areas of CPD are required for Kara to work on.</p> <p>Raise fitness across the WHOLE school community.</p>	<p>Ensure all teaching staff have the opportunity to work with the specialist. Coordinator to review staff knowledge linked to their questionnaire feedback. Coordinator to have the opportunity to see all teacher deliver PE.</p> <p>Classroom to 5k initiative offered to pupils, staff and parents.</p>	<p>KP FUNDING</p>	<p>Observational notes to reflect improvement in staff knowledge.</p> <p>Pupils seeing adults striving to improve their fitness. Increased motivation.</p>	<p>Ensure specialist training is regular and training is received across all strands of the PE curriculum.</p> <p>Re-issue questionnaire after training to assess impact.</p> <p>Offer annually.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Offer a wider range of sports to compliment key skills within the curriculum, including equipment to compliment these sessions.</p>	<p>Offer: Frisbee, volleyball, baseball, yoga, bowls, scooter club, kitesurfing, cross country running.</p>	<p>£400 (coach) £122 (volleyballs) £300 (vests)</p>	<p>Survey Monkey undertaken by Deputy Head showed PE was liked by 85% of our school community which was an increase from 55%.</p> <p>Children shown an interest in sports aside from the 'norm' – i.e. football, netball etc.</p>	<p>Discuss in Young Governors which activities children would like added to the program – focus on alternative sports.</p> <p>Take up opportunities on offer, particularly those emailed to CF, SJ and KP.</p>

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase fitness to impact on ability to sustain competitive activity.</p> <p>Engage children who do not normally attend competitive events in festivals and activities run within the area.</p> <p>Ensure that there is a competitive element to every PE lesson – particularly games.</p> <p>Introduce a lunchtime games activity club to target inactive children.</p>	<p>Run a Mile across all year groups in one PE session per week.</p> <p>Ensure selection of different children for each competitive event (as much as possible).</p> <p>Ensure children look coordinated in school kits to provide a sense of unity and belonging.</p> <p>Coordinator to ensure that PE is timetabled for 2 sessions per week with planning to show competitive opportunities.</p> <p>Teachers to identify children who fit this category.</p>	<p>n/a</p> <p>£320 (competition fees)</p> <p>£300 minibus costs</p> <p>KP FUNDING (time to apply for grant for kits)</p> <p>n/a</p> <p>KP FUNDING</p>	<p>Increased resilience. Children aimed to 'beat' their time from previous weeks.</p> <p>Create a register to show which pupils enter festivals that have not previously been to competitions. Children will be able to talk about their competitive opportunities.</p> <p>Children are able to show sportsmanship and reflect on their own and their team's performance.</p> <p>Children who were targeted for lunch time clubs, later voluntarily chose to go to after school Hockey club.</p>	<p>Continue to monitor fitness elements of PE sessions.</p> <p>Celebrate achievements of competitors in Celebration Assembly.</p> <p>Continue to build on resilience and teamwork.</p> <p>Re-structure lunchtimes to enable more children to participate and staffing to facilitate activities.</p>