



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: |
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| <ul style="list-style-type: none"> - Tracking and assessment - Lesson plans - Increased pupil's participation in competitive sports. (basketball, cross country, girls and boys football, athletics) - After school clubs - Family club, getting parents physically active with their children. - PE performance (parent involvement) - Links with Tesco (healthier lifestyle) - Go Noodle - Sainsbury's silver award - Breakfast club (yoga) - Reception have additional support for active play (Apprentice) | <ul style="list-style-type: none"> - Making sure all staff are secure with subject knowledge. - Further teaching to support all staff (accredited courses) - To get targeted children more active. - Equipment for children to play with at break and lunch times. - Wider opportunities - Family involvement- e.g. Walk Once a Week/Scoot to school weeks - Healthier Breakfast Club (more fruit available) and more enjoyable physical activities |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 95% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 86% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 71% |
| 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? | 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: £ | Date Updated: | |
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| Key indicator 1: The engagement of all 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: 51% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Go Noodle- getting children physically active every day. (brain break) Cross curricular links.</p> <p>Apprentice (specializing in PE) working in year groups.</p> <p>Audit of pupils was undertaken.</p> | <p>15 minutes a day, 3 short bursts. (morning, before lunch, end of day)</p> <p>Games set up for break times twice a week. High quality PE lessons taught to pupils.</p> <p>Get more pupils physically active.</p> | £6,772.50 | <p>Children are fully engaged in the activity whilst given a brain break to wake up or refocus.</p> <p>Pupils are becoming more physically active and are fully engaged.</p> <p>All targeted children gained a place in an after school club.</p> | <p>Successful in key stage 1 and 2. Will continue daily.</p> <p>To continue with the high-quality PE lessons and introduce after school clubs with specialists.</p> <p>An audit will be taken at the beginning of each academic year to target underactive pupils.</p> |
| 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: 14% |
| 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"> - 2 PE lesson per week. - Attending competitions with A teams and B teams. | <ul style="list-style-type: none"> - High quality PE lessons delivered to all pupils. - Giving all pupils the opportunity to compete. | £1,733 (TRANSPORT & SUPPLY) | <ul style="list-style-type: none"> - Lessons plans and pupil assessments each term. - Allowing targeted pupils to take part in competitions and a wider range of pupils | <ul style="list-style-type: none"> - Continue to track pupil progress. Staff to share any resources and ideas. Celebrate with parents. Raise the profile e.g. twitter and display awards. - To continue working with 2 teams for each event. |

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| <ul style="list-style-type: none"> - All Saints High School pupils working with Key Stage 2 once a week. (role models for pupils) - Weekly healthy award. - Half termly awards and medals. | <ul style="list-style-type: none"> - To get all pupils involved in physically active with enjoyable games. - Shown on display in the hall of pupils from Key Stage 1 and 2 who have had healthy dinners that week. School meals no longer serve juice, water and milk only. - Give Up the Gulp week- continue with free water bottles for the winning class (Yr 1) - Whole school tasks given each term allowing one winner from each class. - Healthy Assemblies each half-term. | <p>£100.00</p> | <ul style="list-style-type: none"> - are chosen to compete. - More pupils wanted to get involved in a wider range of sports activities. - Pupils bringing more healthy snacks to school and eating school dinners as they want their picture on the award wall. - All pupils want to take part and show healthy competition towards class mates. | <ul style="list-style-type: none"> - Continue working with Key stage 2 targeting a different class each term. Increase the number of High School children coming to lead activities in the Summer term. - Continue with the weekly award. Introduce a prize for pupils at the end of each term. Check and monitor healthy snacks at break time for KS 2 pupils. Continue with water drinking. - Medals and awards are showing a success with getting pupils more active so this will continue each term. |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 26% |
| 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"> - Master classes for all teaching staff. - Courses with accreditation. | <ul style="list-style-type: none"> - Skills broken down for clearer understanding. - PE subject leader meetings with other leaders. (SEN) - Teaching Assistants InSYnc training to support SEND pupils with physical co-ordination across the Key Stages. | <p>£2,880</p> <p>£432.00 (COVER)</p> | <ul style="list-style-type: none"> - Staff to share ideas, worries, concerns. Address any issues to develop high quality lessons. - Working with SEN staff to develop pupils' co ordination and balance. | <ul style="list-style-type: none"> - Following clear lessons plans and using equipment within lessons. Observe other lessons being taught. - Putting individual plans in place for pupils (PPP and EHCP) supporting their needs. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 5% |
| 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"> - 30 minute pledge every day/ following class and pupil audit of activity. - After school clubs. - Class sports challenge | <ul style="list-style-type: none"> - Go noodle, yoga, etc - Offering a wide range of different sports for children to take part in. - Skipping, balancing, hoola hooping, etc | <p>£528.00 (CAPITA)</p> | <ul style="list-style-type: none"> - Pupils excelling in PE and more challenges are given. - All places are taken within the after-school clubs. - Challenging all pupils physically. Medals awarded each half-term for the winner of intra- competition within classes and year groups. | <ul style="list-style-type: none"> - To continue to develop physical challenges for all pupils. - To continue with a variety of different clubs which develop a variety of skills/ including social and communication skills. Increase the number of Key Stage 1 sport clubs. - Continue to set pupils challenges and have more intra- school competitions e.g. tournaments and skills development |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: 4% |
| 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"> - Cross country - Boys and girls football - Basketball - Athletics - Swimming (Local County Level) - Termly awards and medals. - Audit of pupils who did not meet the 30-minute pledge. - Purchase of kits for children to wear during competition. Staff PE kits to ensure that PE has a high profile in school and the local community. | <ul style="list-style-type: none"> - Learning more competitive sports and using the skills to compete in competitions. - Medals for all classes based on the event they have been given. - To focus on these pupils to increase their activity. - Purchase kits | £483.00 | <ul style="list-style-type: none"> - Pupils are more confident and attending clubs. - All children want to be involved. - All targeted children were offered a place in a sports club. - Pupil team awareness and pride in belonging to a team. Expectations of representing an organization. | <ul style="list-style-type: none"> - To continue to compete and off a range of sports to all pupils. Questionnaires to pupils to engage those not confident with sport and physical activity. - Continue to develop this competition. - Audits will be carried out each school year. - Staff raising the profile of PE in all year groups. |