



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

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 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>Developed schemes of work to ensure high quality teaching and learning for all pupils</p> <p>Access to high quality coaching to develop and extend extra-curricular activities</p> <p>Development of resources</p> <p>High quality extra-curricular opportunities</p> <p>Participation rates in competitive opportunities</p> | <p>Continued development of resources</p> <p>High quality extra-curricular opportunities</p> <p>Development of staff</p> |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
|---|-----------------------------------|
| 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? | 38% |
| 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? | 32% |
| 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? | 19% |
| 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: 2018/19 | Total fund allocated: £ | 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: | |
| | | | % | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Pupils to gain health and well-being leading to increased happiness and promote attendance at school. | 2 hours of high quality PE lessons Regular informal opportunities led by young leaders Extensive extra-curricular programme to encourage 100% of pupils to access 1 (as a minimum) opportunity therefore surpassing recommendation of 2 hours 30 minutes across the week. | £10,000 | <ul style="list-style-type: none"> 100% of all Year 5 and 6 pupils are taught for two lessons per week by a qualified PE specialist. Extensive extra-curricular programme 84% of children in Year 6 regularly accessed extra-curricular activities | Extra-curricular to be led by Academy staff |
| Key indicator 2: The profile of PESSPA 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: |
| Active learning within lessons | All subjects to include active learning lessons within schemes of work to be delivered at least once per half term | £200 | <ul style="list-style-type: none"> Newsletter Website Medals/rewards to celebrate achievement in PE Staff CPD session on Active Learning All subjects to be encouraged to include active learning lessons within schemes of work | Benefits of active learning to be measured to reinforce effectiveness Further training as required |

| | | | | |
|--|--|---------------------------|---|--|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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: |
| Access to high quality teaching and therefore experience greater success/improvement/enjoyment | CPD for staff as identified by staff audit Team teaching/mentoring for staff as identified by staff audit | | <ul style="list-style-type: none"> Teachers have the opportunity to develop their teaching and professional knowledge through observing each other/coaches and through teaching follow-up lessons. Team teaching/mentoring for staff as identified by staff audit | Team teaching to continue |
| 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: |
| Pupils to have a wide experience of physical activities on offer and therefore participation and health and well-being to be increased | Increased opportunities due to (1) staffing and (2) resources | £12,000 | <ul style="list-style-type: none"> Children have had access to a broader range of PE and sports equipment which has increased sporting opportunities and experiences and enabled teachers to facilitate quality PE lessons and competitive opportunities. The Academy meets the statutory requirements of the 2014 National Curriculum for PE Specialist sports coaches delivered activities not able to be delivered by existing school staff – Handball, Gymnastics, Parkour | Staff to use experience from specialist coaches Academy to investigate further avenues of funding |
| 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: |
|---|--|--------------------|--|--|
| Development of intra (level 1) and inter (level 2) school competitive opportunities in order to increase confidence, self-esteem, health and well-being and enjoyment of pupils | <p>All pupils to experience competitive opportunities at level 1</p> <p>A minimum of 50% pupils to experience competitive opportunities at level 2</p> | £3,000 | <p>Level 1 competitions in – Rounders, Netball, Football, Gymnastics, Dance, Sports hall athletics and Athletics ran within school. All pupils have minimum of 1 experience</p> <p>Level 2 Competitions entered in – Football, Rugby, Netball, Hockey, Sportshall Athletics, Athletics, Rounders, Cricket, Badminton, Tennis, Dodgeball. 50% pupils have minimum of 1 experience</p> | |