



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

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 Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

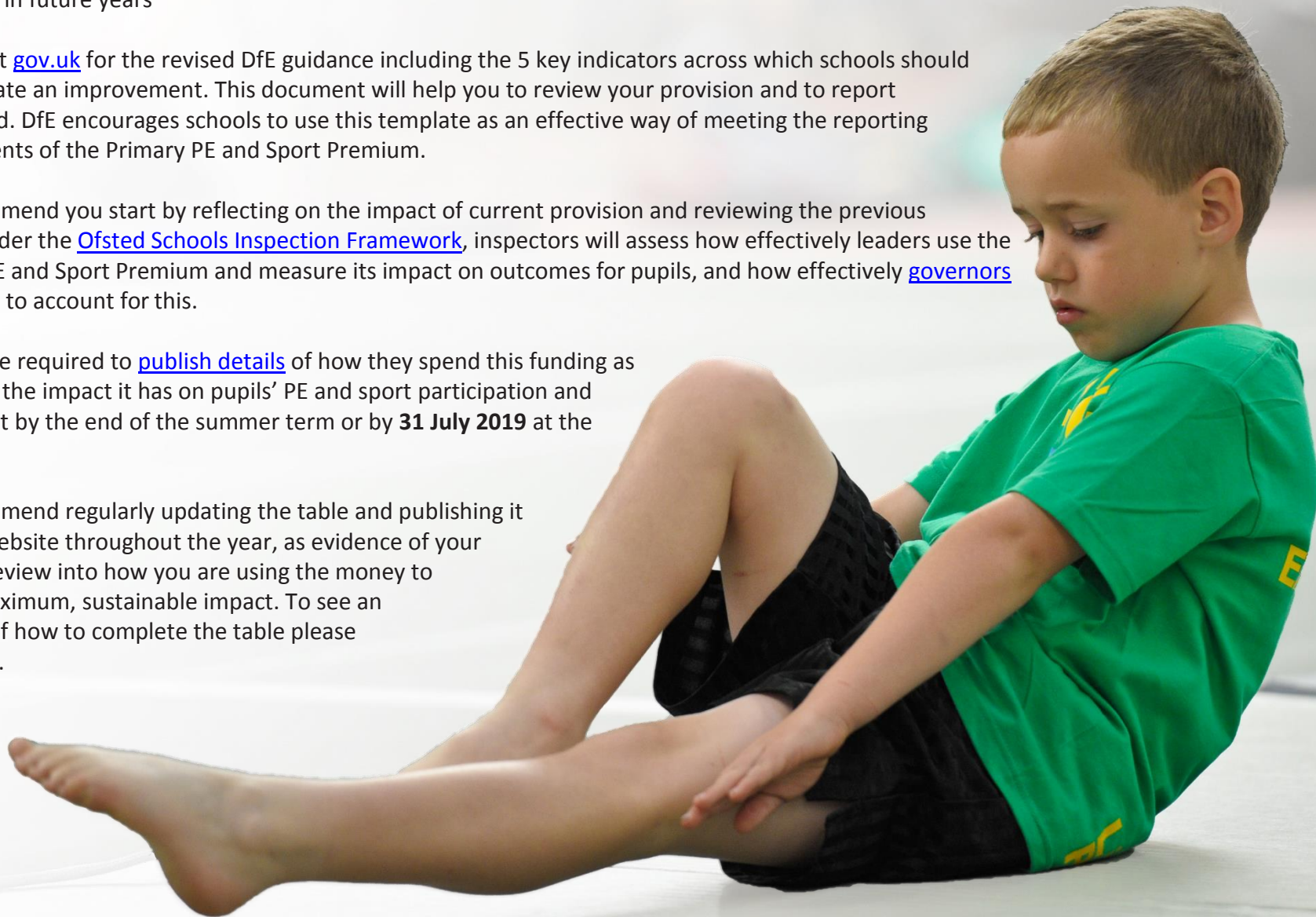
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](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 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"> We have hired a fully qualified and experienced sports coach to teach all classes from years 1-6 for one of their PE slots every week, We have hired a sports coach to run a fit club every morning to encourage children and families to come to school earlier and participate in 45 minutes of exercise before school. The numbers started small and are growing and are continuing to grow. We have sports coaches running sports activities at lunch time 	<ul style="list-style-type: none"> Ensure that all children are encouraged to be involved in the sports activities at least once a week. Target the children who do not access the fit club in the mornings or at lunch time.

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.	55%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	12%
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?	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: £19,227	Date Updated: April 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				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:
<ul style="list-style-type: none"> To encourage children to participate in physical activity at one of the three times of the day, at the fit club, play time or lunch time with the use of Sports Leaders. 	<ul style="list-style-type: none"> Compile a register of the children that participate. Target children who do not join in any physical activity at any point of the day. 	£14,235	<p>The Fit Club has had a positive impact on children's energy, fitness and learning.</p> <ul style="list-style-type: none"> Teachers say that the children who attend the morning fit club are more alert and ready to learn. They have also commented that it is not just physical and mental. The club also has a positive impact on the children's friendships and relationships with different children in the school. They have a lot of fun. The fit club now has 25 attendees on any day. Chn have said: <ul style="list-style-type: none"> "I like fit club, it helps clear my brain." "It gives me more energy" <p>Sports leaders at lunch time and play time have a positive impact on the children's behaviour, learning and knowledge of sports</p>	<ul style="list-style-type: none"> Target children and their families that need to be encouraged to take part in more activity. Introduce Year 5 and 6 sports leaders. This will mean that there will be more access to a range of games that can be organized by the Sports Leaders. They will become empowered as they will be able, with support from the adults sports leaders, choose a range of sports games that interest them. This in turn will encourage more children to become involved in games at play time and lunch time. We shall measure it through the continued impact of the behaviour during play time and lunch time. We shall have regular surveys to see what pupils are participating

			<ul style="list-style-type: none"> • Staff are active participants getting children involved in the sports activities. • One Sports leader in KS2 playground and one sports leader in KS1 playground supporting and encouraging the children to get involved with the sports activities • Children are engaged in a range of activities. Sports leaders ensure that there are different sports set up each day to encourage different groups of children. • In KS2 children are developing their teamwork, negotiating and turn taking skills. – Staff have noted. 	in sports games and what activities they would like to have
Key indicator 2: The profile of PESSPA 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>To continue to use the PESSPA to raise the attainment of the children in PE.</p> <p>To share the PESSPA with the teaching team</p>	<ul style="list-style-type: none"> • Talk to the teaching team as a whole about what the PESSPA is and how to use it. • To ensure that the sports coaches are using the PESSPA to enhance and develop PE during lunch time and play time. 	£5,460	<ul style="list-style-type: none"> • We have continued to develop the role of the Sports Coach so that one lesson per week from years 1 to 6 are taught by the sports coach. The impact of this is that the children are receiving a clear skills based PE curriculum. • The introduction of the fit club has seen up to 25 pupils per day enjoying sports activities in the morning 	<p>To support the sports coach with his assessments and evidencing within PE.</p> <p>To share the PESSPA with the teaching team, and ask them to find ways to integrate some of the targets into the classroom.</p>

			before school. One pupil said he comes at least twice a week, however on some weeks he will come every day.	
--	--	--	---	--

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:
To ensure that all teachers are confident at teaching the PE as needed	More CPD for staff who have requested it.	Courses as required	<p>Sports coach has attended a range of courses including tag rugby and gymnastics.</p> <p>100% of lesson observations are good or better.</p>	To offer a range of opportunities to support teachers CPD.
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>Additional achievements:</p> <p>To increase a wealth of extra curricular activities, provided by a range of companies.</p>	Continue to advertise our school to different companies so that a range of sports clubs offer a variety of sports.	Budget is requested to cover costs	<p>We now have a few different companies offering a range of sports to the children.</p> <p>These include football, cricket, hockey, rugby, tennis, netball, judo and multi skills. These clubs are for children of all ages. The main impact of this is that more Reception age children are starting to take part in clubs earlier in their school career.</p> <p>Feedback from the children:</p> <p>"I like that we have more clubs."</p> <p>"We learn different skills, I've been learning how to rally."</p> <p>"I have fun."</p> <p>During an observation of an After school tennis club, the children were seen to be using the correct vocabulary involved with the</p>	<p>To continue to advertise our school to a range of providers, targeting sports clubs such as the Saracens to provide some skills based after school clubs.</p> <p>To survey parents to ascertain the types of sports clubs they wish their children to attend.</p>

			<p>sport, eg “rally” “15 love”.</p> <p>The Introduction of the early morning fit club – Chn have commented:</p> <p>“It keeps you fit.”</p> <p>“There are obstacles for you to do.”</p> <p>“When I don’t go to fit club I find it hard to think. When I go, my brain starts working and it makes me think better.”</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:
To enter the children in more competitive sports events.	Sports leader to work with and choose children to enter more borough competitions.		<p>- Children have entered the football competitions this year. The impact of this is that they understand, participate and enjoy competing with other children from other schools.</p>	<p>The sports coaches to work with the children in the clubs in order to enter a wider variety of competitions.</p> <p>To survey pupils to ascertain the types of sports tournaments/competitions they wish to attend.</p>