



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Commissioned by  
Department for Education

Created by



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](http://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:
<ul style="list-style-type: none"> <li>We have hired Premier Sports Play leaders to enhance lunch time. There are three sports activities run by the sports leaders daily across the school.</li> <li>Our sports leader now runs extra clubs after school which means that there is a wide variety of sports clubs that the children can attend.</li> <li>We have a change for life club, which has targeted children who need to be inspired and encouraged to participate in Physical Education.</li> </ul>	<ul style="list-style-type: none"> <li>Find a way to measure how many children participate in the sports leader's activities so we could target the children who don't access them as much.</li> <li>Encourage children in Years 5 and 6 to become Sports Leaders.</li> </ul>

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?	74.54%
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?	2.75%
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?	100%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2017/18	Total fund allocated: £	Date Updated:		
<b>Key indicator 1:</b> 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:	
			50%	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To engage all pupils in sport across play time and lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage more girls to want to join in with the games.</li> <li>Find a way to monitor which children get involved with the sports.</li> <li>Find a way to encourage children who don't ever participate with the games to join in.</li> </ul>	£7,612.50	<ul style="list-style-type: none"> <li><b>The use of sports coaches has had a positive impact on engagement.</b> <ul style="list-style-type: none"> <li>– Staff have commented about the inclusion of children. “Children are more engaged and sportier.” Staff have noticed that it has encouraged children who are less confident at sports to join in. Staff have also noticed that the sports coaches are positive role models for the children.</li> <li>– When speaking to children, they say that they join in with the activities at least once a week, and that they particularly like Dodgeball.</li> </ul> </li> <li><b>Children are engaged using the monkey bars in KS2.</b></li> <li><b>The children’s behaviour has improved immensely.</b> <ul style="list-style-type: none"> <li>– AHT’s sight that there is “a massive reduction in 5W forms” that they are receiving during lunch time.</li> </ul> </li> </ul>	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 behavior during play time and lunch time. We shall have regular surveys to see what pupils are participating in sports games and what activities they would like to have.

			<ul style="list-style-type: none"> <li>- According to staff members the sports activities have supported the children with turn taking and their social skills.</li> <li>- According to staff members the children are gaining a sense of competition as they participate in the different activities.</li> <li>- According to staff members, children are starting the afternoon sessions with less problems that they have had a lunch time.</li> </ul>	
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				50%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To encourage more children to participate in extra curricular sports activities	<ul style="list-style-type: none"> <li>• More achievement shown in assembly</li> <li>• More articles and pictures of children who have participated in extra curricular sports on Facebook and in the newsletter.</li> </ul>	£7,612.50 = 1 full man hour which is 50% of £15,225	<ul style="list-style-type: none"> <li>• Yr 2 children involved in sports Hall Athletics competition. Children enjoyed trying a range of athletics.</li> <li>• KS2 children involved in the 'move more' competition. More children are aware of how easy it is to get physical activity into their lives.</li> <li>- Change for life club with Sports Leaders introduced.</li> </ul>	Keep encouraging and organising children to participate in extra curricular sports. We shall look into bringing in guest sports companies and sports people such as athletes to work with the children and encourage the children to take up after school activities. We shall advertise different local clubs that put on activities for children such as Southgate hockey club and the Saracens. We will bring out surveys in order to see whether this has an impact on the children's activity levels.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	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.	0	<ul style="list-style-type: none"> <li>- <b>Sports coach has attended a range of courses including tag rugby and gymnastics.</b></li> <li>- 100% of lesson observations are good or better.</li> </ul>	The PE leader will keep talking to members of staff about how they feel about teaching PE and offer staff more opportunities for training if they feel like they need it.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: To introduce a broad range of extra curricular clubs.		0	<ul style="list-style-type: none"> <li>• <b>Sports leader teaches additional clubs after school.</b></li> <li>• Before the introduction of the extra clubs, the children could only participate in football, and netball and gymnastics for KS1. Now clubs include rugby, tennis, cricket, gymnastics and hockey.</li> </ul>	This will continue next year and will enable us to enter more competitions held in the borough.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To enter the children in more competitive sports events.		0	<ul style="list-style-type: none"> <li>• Children have entered hockey competition for the first time and had a good experience.</li> <li>• Impact of this is that the children were enthused and enjoyed taking part and would like to take part in more events.</li> </ul>	We will look into entering a wider range of events next year including gymnastics, rugby, tennis and cricket.

Created by:  association for Physical Education  YOUTH SPORT TRUST

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