



# 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](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:
<ul style="list-style-type: none"> <li>Legacy leaders involved in WSSA meetings &amp; challenges in school.</li> <li>More children participating in afterschool sports clubs.</li> <li>All children taking part in the daily mile.</li> <li>Participation rates in gymnastic, dance, festivals and athletic events have risen.</li> <li>Sports premium grant used to recruit a sports coach.</li> </ul>	<ul style="list-style-type: none"> <li>Swimming needs to be built into the curriculum from year 4 to year 6. Year 6 with just a top-up swim. Half termly lessons for y4 and 5. Top-ups are to be refunded for Y6 (as children should be able to swim confidently by Y5, this will be funded by Sports Premium.)</li> <li>Daily sports activity – build in ‘maths of the day’ (physical challenges) in addition to a regular mile run throughout the week.</li> <li>Active playtimes – to develop sports leaders to help run sports games a few times a week in play times.</li> <li>Develop the playground areas to facilitate play.</li> <li>Ensure children have the opportunity to attend a sports club outside of school.</li> <li>Specialist sports teacher for staff CPD and active afterschool clubs.</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 meters when they left your primary school at the end of last academic year?	65% (11/17) children in Y6 could swim proficiently.
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?	65% (11/17) children in Y6 could swim proficiently.
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?	65% (11/17) children in Y6 could swim proficiently.
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?	Not in 2018, but will use if necessary in 2019 – parents will be refunded the cost of these lessons using the Sports Premium.

## 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: £17,239.20	Date Updated: 19/9/18	
<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:
				11%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children to participate in 30 – 60 active minutes every day, with the understanding that it is vital for their own personal health and wellbeing and part of having a healthy lifestyle.	Daily sports activity – build in maths of the day (physical challenges) in addition to a regular mile run throughout the week.  Active playtimes – to develop sports leaders to help run sports games a few times a week in play times.  Develop the playground areas to facilitate play through new/improved playground equipment.  Ensure children have the opportunity to attend a sports club outside of school.  Wake up shake up / active brain breaks to be introduced.  New equipment	£2000 • WSSA funding • Maths of the day scheme.	Children are timetabled two 1 hour sessions of PE a week, one indoor and one outdoor. On those days children receive over 60 minutes of physical activity.   More children engaged in active play.   Children more active after school. More participation outside of the PE curriculum.   KS1 classes are using active brain breaks during lesson time to build in more active minutes into the day.	Continue in 2018/19

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:
				5%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>The profile of PE and sport to be raised across the school so that children can give themselves a personal sporting challenge and are aware of how to live a healthy active lifestyle.</p>	<p>Wake up shake up / active brain breaks to be introduced.</p> <p>Celebration assembly to celebrate children's individual and collaborative sporting achievements.</p> <p>Social media – twitter, Facebook, school website to promote PE.</p> <p>Develop the playground areas to facilitate play.</p> <p>Allocate sports leaders throughout KS2.</p> <p>KS1 to use a broad range of children to support others in lessons – give responsibilities.</p>	<p>£900</p> <ul style="list-style-type: none"> <li>• New equipment</li> <li>• Prefect badges.</li> </ul>	<p>Children are active for at least 15-20 minutes a day with their class. This contributes to our 30-60 active minutes a day.</p> <p>Profile of PE is raised by celebrating sports and displaying this on the PE display.</p> <p>New resources will engage the children in a range of sports during playtimes not solely in PE lessons.</p> <p>Children will be engaged in leading sports and in Y6 they will be able to apply for a Sports Prefect role.</p>	<p>Continue to celebrate regularly on social media – twitter, Facebook, school website and in celebration assembly to promote PE.</p> <p>Celebrate children participating in clubs and competitions outside of school.</p> <p>Increased involvement in league competitions. (Aim for 2020)</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				63%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To employ a PE specialist to develop the PE curriculum across the school to ensure that all staff are confident in teaching and assessing in a range of different areas.	<p>Sports specialist teacher from DMAT to lead PE lessons across the school and to develop staff CPD</p> <p>Attend PE conference to learn about developing active lessons (cross-curricular PE).</p> <p>Staff audit and discussion of confidence in sports.</p>	<p>£11,200</p> <ul style="list-style-type: none"> <li>Sports specialist teacher.</li> <li>PE conference</li> </ul>	Sport coach will raise the profile of PE throughout the school, showing that we want to succeed and do well in competitions.	Continue next year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to offer a range of activities both within and outside the curriculum in order to get more pupils involved and increase the diversity of clubs on offer.</p> <p>Places offered for new clubs for PP children.</p> <p>To increase % of children taking part in extra-curricular sports targeting non-participation and disadvantaged.</p>	<p>Bikeability booked in for year 6 children.</p> <p>Swimming lessons for Y4 &amp; Y5.</p> <p>Top-up swimming lessons for Y5 &amp; 6 (6 weeks)</p> <p>Y4 residential.</p> <p>Y6 residential.</p>	£3500	Children more engaged in a broader range of sports e.g. cycling, swimming, OAA, scootering etc.	<p>Balanceability book in for year 1 children in 2019/20.</p> <p>Consider scooter skills club (purchase school scooters).</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To raise the amount of children responding positively to and participating in competitions.</p> <p>To ensure all children are able to get to events</p>	<p>WSSA funding to take part in our local competitive sports (intra-school)</p> <p>Inter-school competitions (football at playtimes, any children can participate!)</p> <p>Sports day (Inter-school competitions.)</p> <p>Access to DMAT minibus</p>	<p>WSSA – as above.</p> <p>20p per mile</p>	<p>Children have opportunities to take part in a range of competitive sports through our membership with the WSSA.</p> <p>Children have enjoyed taking part in gymnastics, dance, and are still to take part in the indoor athletics and legacy games.</p>	<p>Maintain membership to the WSSA in future years.</p>