



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:

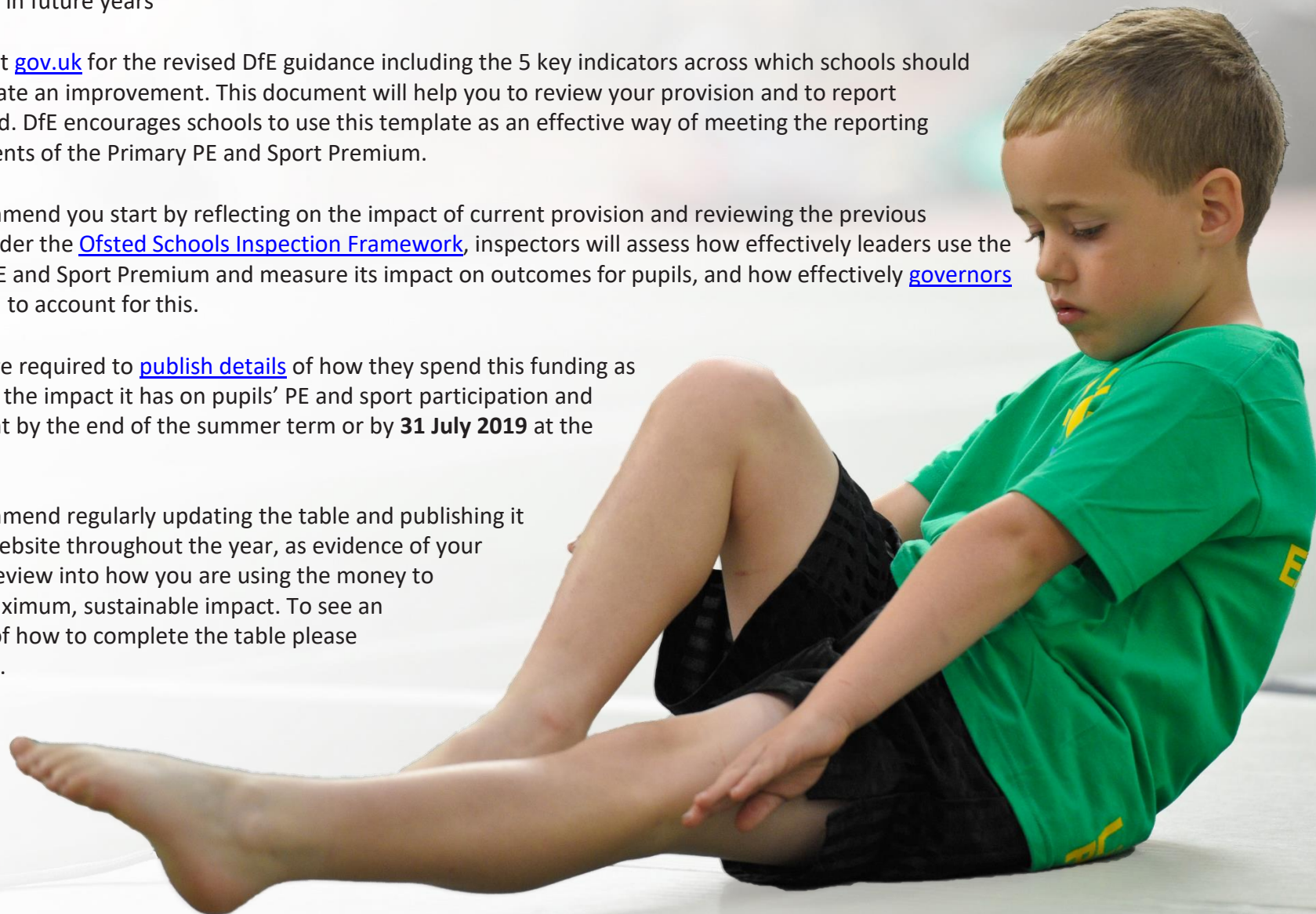
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:
• 8 children completed the Coast to Coast challenge in September. These children took part in the School Games Cycling competition in June and were successful in getting to the finals. • 44 'less active' children were identified in the autumn term, who were children not attending any sports clubs or clubs involving physical activity before or after school. These were mainly in Year 5 and 6 so a swimming club was introduced to appeal to these children, with children walking to the pool after school and taking part in a session. This has led to 17 of the 44 children (37%) regularly attending a sports club. This club has also helped these children maintain their water confidence and swimming ability after completing swimming lessons in Year 4. • Money raised for a running track through fundraising events and Pupil Premium. • We have continued to build on competition and attended 6 School Games competitions this year, as well as 13 events at the Schools 500 Games. • Celebration assemblies were introduced and children were extremely proud to share their achievements. • Health Week was built on to include an intra-school competition in each year group. • Personal challenges were introduced. • Staff assessed their own class in fundamental movement skills, with the support of the PE coordinators. Staff felt more ownership of the data and had a clearer idea of next steps.	• Lunchtime staff to build on training on active lunchtimes by providing a range of structured activities, taking responsibility for equipment and supporting School Sports Crew in delivering games and activities. • Daily Mile to be introduced as soon as the running track is in place. • A tracking system to be put in place for monitoring active minutes throughout the day. • Children in Year 5 and 6 who did not meet expectations in Year 4 to attend 'booster' swimming lessons to help them to meet the 25m target. • Ensure that all children complete a minimum of 30 minutes of physical activity during the school day, which can include lunchtimes, PE and active lessons. • Purchase 'Skills2Play' resource to give staff more confidence in teaching a range of skills and sports. • Identify areas in which staff would like support and liaise with PE and School Sport Service to complete joint planning and team teaching.

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: 2019-20		Total fund allocated: £19,480	Date Updated: 11 th November 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: £4,984.82 26%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Track and monitor active minutes within the school day to identify times of the day when children are least active.	Engage with Active Schools Planner via the Schools Games Programme to produce heat maps for all year groups.	£0	E: Heat maps I: Staff able to identify less active minutes and increase these throughout the day.	
EYFS children to have access to outdoor activities throughout the school year	Purchase waterproof clothing to allow children to access outdoor activities in all weathers Purchase equipment to promote the development fine and gross motor skills	£143.82	E: Photos I: Children to develop good fine and gross motor skills in the Early Years	
Encourage an increased amount of active minutes for all children.	Trial different ways of tracking active minutes throughout the school day. Meet with staff to agree a teacher/child friendly format. Implement a 'daily mile' programme.	£875 (Rugby club)	E: Photos from events, website posts, display. I: Running track to be installed late 2019.	

	Continue to promote active lessons and support staff in using resources. Use Health Week as a platform to show the benefits and enjoyment of regular physical activity. Rugby lunchtime club to be delivered by NERLMS			
Develop active lessons across the curriculum to increase children's active minutes throughout the day.	Staff training on Active Maths No Chairs Day Staff to regularly teach outdoor and active maths lessons.	£0	E: Heat maps, staff meeting timetable, photographs of active lessons in books e.g. Maths, SPaG, Topic, maths trail photos. I: Increased active minutes throughout the day.	
Less able children to be identified and supported to increase fundamental movement skills	Teachers/Coordinators to assess all children Less able children to be identified Boosters put in place for less able children Children from Y4 who do not meet 25m swimming distance to be targeted for swimming intervention in Year 5	£895 (PE Intervention Programme SLA) £1,000 Swimming		
Children have the opportunity to try new sports and games.	All children from Reception to Year 5 to attend a Healthy Active Lifestyle event.	£1,351 (Buses) £720 entry (SLA)	E: Photos I: Increased enjoyment in physical activity, staff inspired to include a broader range of activities both in curriculum time and after school clubs. Children know what to expect of Rugby and are inspired to join the after school club.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:

				£4,659 24%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Make children and parents aware of opportunities in the local area, with the aim of increasing uptake and reducing 'poverty of experience'.	Each year group to visit a local club or facility for a taster during Health Week: Reception/Nursery – Dance workshop Year 1/2 - Gymnastics at leisure centre Year 3 – Badminton at Slatyford Year 4 – Kickboxing at West Denton Community Centre Year 5/6 – Swimming at leisure centre	£700	E: Photos, website I: Children made aware of opportunities available in the local area and have the chance to try a new sport.	
Lunchtime staff to have a better awareness of PE and School Sport and provide more varied opportunities, leading to improved behaviour at lunchtime.	PE Coordinators to appoint a lunchtime activator Lunchtime activator to implement a timetable of activities to take place during the lunch hour Lunchtime activator to appoint a School Sports Crew to assist with delivery PE Coordinators to regularly meet with lunchtime staff and School Sports Crew to evaluate and monitor. School Sports Crew to have a uniform to make them recognisable Playground markings to provide opportunities for games with minimal equipment.	£1000 – Lunchtime Activator Hoodies - £12 x 12 - £144 £285 School Sports Crew/Lunchtime Supervisor training (SLA) £2,000 playground markings	E: Attendance register from Lunchtime Supervisor training, minutes from meetings. I: Children more engaged in structured activities at lunchtime. School Sports Crew feel more confident in delivering activities with the support of Lunchtime Supervisors.	

Celebrate achievements outside of school and give children the opportunity to showcase their sport.	Celebration assemblies to take place once a term.	£0	E: Photos I: Children have a sense of achievement when showcasing what they had done.	
Celebrate children's achievements in competitions and events which they have attended within school.	Photos and results from competitions to be published on website and facebook page.	£0	E: Website/Facebook posts. I: Children are proud of their achievements. Parents are able to engage and share.	
Continue to develop assessment and use of data in school	PE Coordinators to assess fundamental movement skills with class teachers. Staff to analyse data and implement next steps into PE lessons.	£530	E: Data and evaluations from assessments. I: Staff to continue to use assessment data to drive accelerated progress.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£4,910 25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve teachers' confidence and competence in teaching the PE curriculum	Meet with teachers to agree an area where they feel less confident/competent Liaise with PE and School Sport Service to implement a timetable Teachers to evaluate each unit PE Coordinators to monitor overall effectiveness EYFS teachers to work alongside Premier Sports on a multi-skills unit	£3,250 SLA £100 Reception multi-skills	E: Confidence surveys, evaluations I: Staff feel more confident to deliver unit independently next time, increased quality of teaching for the children.	
PE Coordinators remain up to date with best practice, are supported to monitor and reflect on provision and are aware of opportunities available.	PE Coordinators to attend PE & School Sport Conference in July PE Coordinators to purchase Gold level SLA from the Newcastle PE and School Sport Service. PE Coordinators to access release time	£530 (Planning and support SLA) £310 (Sport Premium Guidance SLA) £160 PE Conference £560 supply	E: Attendance at conferences. Notes from meetings with Helen Taylor/Katherine Tyler from PE & School Sport Service. School Games Mark. I: PE Coordinators will be aware of courses and events and were able to send relevant staff/children.	

Increase staff confidence in teaching PE and fundamental movement skills in the Early Years.	New member of the EYFS team to attend training on EYFS PE and developing motor skills.	£0	E: Notes and evaluation from training. I: EY staff will be more confident and competent at teaching a range of skills in both Reception and Nursery.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £3,340 17%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer cycling as part of the curriculum, developing confident cyclists by the end of year 6.	Children to complete Coast to Coast challenge alongside Bike 4 Health. Year 5 children to attend cycling sessions at West Denton Primary School	£2,215 £1,000	E: Photos, timetables I: Children to be confident cyclists by the end of Year 5. Most able children chosen to complete the Coast to Coast challenge, developing resilience and determination.	
Children have the opportunity to showcase what they have been learning.	Dance festival	£85 (bus) £40 (costumes)	E: Photos I: opportunity to perform at the City Hall, increasing confidence and engaging them in a lunchtime club.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £726.57 4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Provide children with opportunities to attend Level 2 competitions throughout the school year.	Use the School Games calendar to drive clubs and select more able children to compete. Enter Schools 500 Games. Provide clubs linked to competitions	£600 (buses)	E: School Games Mark Celebration assemblies PE Noticeboard Facebook and Website I: Children inspired to attend clubs in order to train for competitions, increasing participation and skills.	
All children have the opportunity to compete within curriculum time.	All year groups to include a Level 1 competition in each unit of work. All children to take part in competitive events during Sports Day.	£0 £126.75	E: Score sheets, photos, facebook posts I: Children have increased confidence in competition and have the opportunity to apply the skills that they have learned. Teachers are able to pick out More Able children for Level 2 competitions. Children enjoy taking part in competitive events in a supportive and safe atmosphere.	