



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. • Implement 2 hours of timetabled PE each week for KS1 and KS2 children, making use of both inside and outside space and mornings as well as afternoons. • 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.

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.	47%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	38%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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 – Swimming after school club

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: £19,470	Date Updated: 2 nd July 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: £4,354.05 22%
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.	Use data to implement increased activity throughout the day. Children to come up with ideas on how they can achieve their active 60 minutes throughout the day.
Encourage an increased amount of active minutes for all children through the Golden Mile programme.	Fundraise the remaining £5,000 for a running track to be installed on school grounds.	£0	E: Photos from events, website posts, display. I: Running track to be installed late 2019.	Implement a Daily Mile to increase activity through the day and support the children in building on their fitness.
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.	Continue to encourage active lessons. Maths trails to be built upon and become part of regular teaching.

Continue to offer a range of extra-curricular active opportunities and sports clubs for children in all year groups.	PE Coordinators to ensure a range of clubs are offered across the year. Identify less active children and offer activities which will appeal to those children. Ensure that Breakfast Club and Kangaroo Club (wrap-around provision) include opportunities for children to be active.	£3459.05 Staffing £895 Rugby	E: Club registers, including: • Rugby (external) • Football • Golden Mile • Gymnastics • Dodgeball • Swimming Photos of children at wrap-around – Just Dance, outdoor play, football etc. I: Children can choose from a variety of activities, increasing their active minutes outside of curriculum time. 44 children were identified as being less engaged in clubs in the autumn term. With the addition of swimming to the club provision, 17 of these children engaged.	Continue to offer a range of clubs. Identify less active children again in the autumn term and speak to children to find out what would make them more likely to engage.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £705 4%
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	£40 Kickboxing £60 Badminton £240 Gymnastics	E: Photos, website I: Children were made aware of opportunities available in the local area, and some had the chance to try a new sport.	Continue to offer similar sessions for Health Week next year. Look for other options for Year 6 and Year 2 to avoid them doing gymnastics 2 years in a row.

	Year 5/6 – Swimming at leisure centre			
Lunchtime staff to have a better awareness of PE and School Sport and provide more varied opportunities, leading to improved behaviour at lunchtime.	All lunchtime staff to attend Lunchtime Supervisor training in the autumn term. PE Coordinators to regularly meet with lunchtime staff and School Sports Crew to evaluate and monitor.	£225	E: Attendance register from Lunchtime Supervisor training, minutes from meetings. I: Children are more engaged in structured activities at lunchtime. School Sports Crew feel more confident in delivering activities with the support of Lunchtime Supervisors.	Named person (Lunchtime Supervisor) to take charge of timetabling activities and ensuring that School Sports Crew are supported in their role at lunchtime.
Celebrate achievements outside of school and give children the opportunity to showcase their sport.	Celebration assemblies to take place once a half term.	£0	E: Photos I: Children had a sense of achievement when showcasing what they had done. Others were inspired to get involved in order to bring something in next time.	Continue to deliver celebration assemblies once a term.
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 share PE news on social media platforms and website.

PE Coordinators to work with staff to develop assessment in PE across school, in line with the School Development Plan.	PE Coordinators to assess fundamental movement skills with class teachers. Staff to analyse data and implement next steps into PE lessons.	£140	E: Data and evaluations from assessments. I: Staff were more confident in assessing after working alongside coordinators. They had a better idea of next steps and abilities after assessing themselves.	Staff assess their own classes each term and update assessment sheets.
Staff feel confident in teaching a skill based curriculum, in line with School Development Plan.	Premier Stars to deliver units such as 'attacking and defending'. Training from Premier Stars on delivering skill-based units.	£2,850	E: Notes from training session, session plans from coaches. I: Staff given ideas on how to break down and teach skills in a variety of sports.	Staff deliver similar sessions themselves next year, using ideas gained from observing coaches.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£4,025 21%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Year 4 teacher to become more confident in delivering Hockey, enabling Year 4 children to attend and be successful in the Quicksticks competition.	Year 4 teacher to attend Quicksticks training. Year 4 complete Quicksticks as a PE unit.	£25	E: Results from Quicksticks competition. Photos. I: Children enjoyed the competition and won some games.	Year 4 continue to do Quicksticks unit and use this as a basis for choosing high ability children for the competition, ensuring they are prepared.
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 Bronze level SLA plus action planning support from the Newcastle PE and School Sport Service.	£225 £585 (SLA) £515 (Action planning)	E: Attendance at conferences. Notes from meetings with Helen Taylor/Katherine Tyler from PE & School Sport Service. School Games Mark. I: PE Coordinators were aware of courses and events and were able to send relevant staff/children. They met with HT/KT (PE & School Sport Service) once a half term to monitor provision, which led to lunchtime supervisor training and early years CPD.	Continue to purchase SLA from PE and School Sport Service.
Increase staff confidence in teaching PE and fundamental movement skills in the Early Years.	2 Early Years teachers to attend EYFS PE training.	£50	E: Notes and evaluation from training. I: EY staff are more confident and competent at teaching a range of skills in both Reception and Nursery.	Current EY staff to go through information with new staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£5,692.48 29%
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.	£3,556	E: Photos, timetables I: Children are confident cyclists by the end of Year 5. Most able children are chosen to complete the Coast to Coast challenge, developing resilience and determination.	Continue to offer Year 5 cycling as part of the curriculum. One staff member to investigate other rides e.g. Holland with Bike4Health,
Children have the opportunity to try new sports and games.	All children from Reception to Year 6 to attend a Healthy Active Lifestyle event. Rugby taster sessions for all year groups.	£1.351 (Buses) £535	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.	Continue to attend Healthy Active Lifestyle events. Investigate other sports available for after-school clubs to increase participation. Introduce 2 hours of timetabled PE to teach a broader range of sports.
Children have the opportunity to showcase what they have been learning.	Dance festival	£130 (entry) £85 (bus) £35.48 (costumes)	E: Photos I: Less active girls from year 5 had the opportunity to perform at the City Hall, increasing confidence and engaging them in a lunchtime club.	Develop curriculum links by encouraging other year groups to put a performance together during their Dance units.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£4,553.21 23%
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.	£255 (buses) £32 Quicksticks entry	E: School Games Mark Celebration assemblies PE Noticeboard Facebook and Website I: 6 children from year 3 attended the Quicksticks Hockey competition. 20 children from Year 1-6 attended the gymnastics competition. 156 children from Year 1-6 attended the Schools 500 games. Children were inspired to attend clubs in order to train for competitions, increasing participation and skills. Children who attended felt a sense of achievement.	Continue to use the School Games competition calendar as a driver for highlighting competitive opportunities.
All children have the opportunity to compete within curriculum time.	All year groups to do at least 2 level 1 competitions. 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.	Develop Level 1 competitions by ensuring each class completes one at the end of every PE unit.

Provide opportunities for children to attend clubs linked to competitions.	Staff to offer clubs linked to competitions. External caches to be used where necessary. Clubs to include: • Gymnastics • Running • Benchball • Cricket	£4,266.21	E: Club letters, registers I: Children go to competitions feeling prepared. Cricket team won a silver medal at Schools 500 games. Gymnastics teams also won medals at the Gymnastics Competition in May.	
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