



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2017

Commissioned by
Department for Education

Created by



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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"> • 1/3 of KS2 children participated in competitions. • 65% increase in the number of clubs from the previous year. • Launch of active playgrounds. • Year 4 and 6 residentials encouraging teamwork, vigorous activity and risk taking. • Improved staff confidence in teaching targeted aspects of PE. • Enhanced pupil progress and attainment data for PE. 	<ol style="list-style-type: none"> 1. Build upon CPD already taken place for staff to ensure highest quality outcomes for our children 2. Further develop additional competitive sports and club opportunities for KS1 3. Ensure all children have the opportunity to engage in 30 minutes a day healthy, physical activity in school. Continuing active playground. 4. Further develop the percentage of children who can swim competently by year 6. 5. Encourage active lifestyles at home through keeping parents and carers informed of school sport celebrations.

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?	
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?	
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?	
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/No

Whole School Impact of the PE & Sport Premium Funding

Our PE and Sport Premium plans and key actions have become embedded within, inform, and support the achievement of our whole school Vision and Priorities identified within our Whole School Improvement Plan.

This ensures the most effective, sustainable use of the funding with PE and School Sport becoming a tool for whole school impact, outcomes and improvement.

Please now find below our Vision and key Priorities from our Whole School Improvement Plan (Autumn 2017- Summer 18). This is then followed by our PE and Sport Premium Action Plan (2017-18) with a column linking the two Plans together.

Primary School: School Improvement Plan (SIP) (2017-18)

Vision

To realise our Vision we have identified the following key priorities from our SIP:

Priority 1: To raise the quality of teaching.

Priority 2: To strengthen leadership and management.

Priority 3: To provide a broad and balanced curriculum which enriches children's learning.

Priority 4: To review assessment across the academy

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: £19,540		Date Updated: 12/10/18	
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: 36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>1. Develop the breadth of extra-curricular clubs.</p> <p>2. To engage children in sustained vigorous physical activity alongside social skills.</p>	<p>1. Wide range of clubs, open to years 1-6.</p> <ul style="list-style-type: none"> Including clubs aimed a disengaged pupils such as orienteering and dance. Implement a change 4 life/ get moving club and run once a week. Use Healthy Heroes, for a 6 week period to encourage disengaged children to access sport from local community services – Trilogy Gym. Increase the number of clubs offered to pupils in years 1-6 especially KS1. <p>2. Active Playgrounds</p> <ul style="list-style-type: none"> Continue to build momentum with Active playgrounds. Developing the breadth of activities Develop the use of Young leaders to run playground activities. TAs choosing disengaged children from year 5 to run activities. Purchase new equipment/ playground markings to engage a range of children. 2 hours of PE a week. PE Co-ordinator to continue to sustain the '5 A Day' scheme which involve short 5 minute activities which improve health and fitness through dance. 	<p>See below</p> <p>GDFT offer See below</p> <p>£2,337 Playground markings - £2,500</p> <p>GDFT offer</p>	<ul style="list-style-type: none"> 13 clubs for Autumn term (increase of 44% from last Autumn) 20% Increase of spaces available and filled for the Change 4 life club. Added Healthy Heroes club to be accessed by a further 12 KS2 children. Increase of both AM and PM clubs, especially for KS1. Currently, 62% of KS1 children attend a club. Refresher training for all TAs to support active playgrounds, delivered by a specialist 20th November 2018. 30 year 5s to be trained as Sports Leaders, their role will encompass running active playground activities. Increased numbers of sports leaders of 25% from last year. 		

<p>3. Further develop the percentage of children who can swim competently by year 6.</p>	<ul style="list-style-type: none"> GoNoodle scheme which involve short activities which improve health and fitness through dance. Children to have the opportunity to try a breadth of sports and activities. i.e. climbing, abseiling and kayaking. Year 6 Residential Year 2 Aboriginal full day dance Swimming booster sessions for year 6 pupils who are unable to swim 25m 	<p>Additional paying adults= £538</p> <p>£400</p> <p>£1,245</p>		
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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: 2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> Develop the profile of PE and sport within KS1 through the increase of KS1 clubs and competitions. Increase the number of competitions attended including targeted groups of children. Increase the number of sports clubs offered to year 1-6 targeting pupil premium 	<ol style="list-style-type: none"> KS1 competition and club opportunities <ul style="list-style-type: none"> Attend competitions for KS1, Target higher ability and SEND. Increase the number of morning and afterschool clubs available for KS1. School inter-competitions <ul style="list-style-type: none"> Increase in competitions entered through NSSP, including inclusive sports for SEND and competitive sports for higher ability children. Clubs for pupil premium <ul style="list-style-type: none"> Wider range of clubs children can participate in, targeting pupil premium children. Clubs occur before and after school. These support and 	<p>See below</p> <p>See below</p> <p>See below</p>	<ul style="list-style-type: none"> 3 of these competitions are specifically for KS1, last year only KS2 opportunities were offered. Increase of both AM and PM clubs, especially for KS1. Currently, 62% of KS1 children attend a club. Participating in 15 competitions this year. Competitions 11 entered last year, this is a 36% increase. 3 of these competitions are specifically for KS1, last year only KS2 opportunities were offered. % of children with SEND participating % of HA children participating 26% of autumn club spaces are currently filled by pupil premium. Pupil premium given priority. 	

<p>4. Continue to raise awareness to parents and carers of the benefits of PE & Sports Premium funding and increased opportunities for children</p> <p>5. Teaching staff and children to be in correct PE kit to ensure PE is treated with the same importance as any other subject.</p> <p>6. Promote competitions within the school.</p>	<p>enrich academic achievement. They develop engagement in vigorous physical activity and social skills.</p> <p>4. Sports ethos across the school</p> <ul style="list-style-type: none"> Update the Sports section on the School website to share achievements, participation, events and photographs. Use the academies twitter page to raise the profile of sports premium through regular updates. Introduce child and parent Zumba session funded through sports premium. Sports premium designated section on the academy newsletter. <p>5. Representation of PE</p> <ul style="list-style-type: none"> Spare PE kits provided for pupils Children to have an active role in a PE lesson. E.G coach or timekeeper. Staff to be provided with Woodvale PE tops. <p>6. Promotion of achievements</p> <ul style="list-style-type: none"> All PE units to end with a class competition whole school competitions throughout the year. Ensure sporting achievements are celebrated in assembly. 	<p>Internal budget</p> <p>£300</p> <p>£100</p> <p>Internal budget</p>	<ul style="list-style-type: none"> Using 'The School Run' personal challenges aimed at KS2. Children bring in awards achieved from outside of the academy to Friday's Celebration assembly. Children receive certificates for all school competitions. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Increase staff knowledge, skills, understanding and confidence to deliver outstanding PE and Sport	<p>1. Staff CPD programme</p> <ul style="list-style-type: none"> Whole teaching staff training on Orienteering and gymnastics. TA training for active playgrounds. 	GDFT offer- £2,200	<ul style="list-style-type: none"> Staff questionnaire used to identify class teachers that have a lack in 	

<p>2. Develop staff confidence of assessment in PE.</p> <p>3. Develop the role of the PE coordinator within the academy.</p>	<ul style="list-style-type: none"> • PE coordinator to attend CPD program run by the Trust • Year 2 Aboriginal full day dance • Trial with a view to roll out new PE schemes of work. Power of PE. <p>2. Assessment practise</p> <ul style="list-style-type: none"> • PE coordinator to deliver staff meeting to new/ existing staff with PE assessments <p>3. Role of the PE coordinator</p> <ul style="list-style-type: none"> • PE coordinator training and support. • 3 days of central training for all PE coordinators. 	<p>See above</p> <p>£350</p> <p>GDFT offer-see above</p>	<p>confidence when teaching orienteering and gymnastics.</p> <ul style="list-style-type: none"> • Identified staff will be supported through modeled lessons to increase their skills and confidence in these areas. CPD – 20th November 2018 and 7th February 2019. • Reception, year 2, year 4 and 6 currently trialing Power of PE. <ul style="list-style-type: none"> • Refreshed staff and introduced new staff to the Academy assessment system. • Handed out supporting assessment tools and resources. 27th September 2018. • Staff now have the skills and understanding to assess accurately and apply the information to inform their quality first teaching. <ul style="list-style-type: none"> • PE coordinator attended Trust wide training on the 12h October 2018, focusing on increasing level of vigorous physical activity, safeguarding, sports premium and swimming expectations. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	36%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Pupils have increased opportunities and choice of sports and activities to engage with.</p>	<p>1. Opportunities for a variety of sport</p> <ul style="list-style-type: none"> Modify the LTP to offer a wide breadth of sports and skills. Trial with a view to roll out new schemes of work which include new sports and activities. Provide after school provision in a range of activities for children across the school. Through offering a range of clubs including clubs aimed at disengaged children such as orienteering and dance. Internal Staff to provide Change 4 life/ get moving club targeted at disengaged/ low confidence pupil Healthy Heroes club for disengaged children aimed at increasing their participation in sport available in the local community. Provide a range of non-traditional activities to include outdoor pursuits / Team Building and Leadership opportunities Teachers to observe a qualified coach as CPD. 	<p>£7070</p> <p>Internal budget</p> <p>n/a</p> <p>Internal budget</p>	<ul style="list-style-type: none"> OAA included in every year group to provide children with the basic skills before being built upon. Power of PE scheme being trialed in reception, year 3, year 4 and year 6. 13 clubs for autumn term (increase of 44% from last autumn) Including orienteering and dance. Increase of both AM and PM clubs, especially for KS1. Currently, 62% of KS1 children attend a club. 101 KS2 children attend an autumn club, with 27 of these attending multiple clubs. 20% Increase of spaces available and filled for the Change 4 life club. Added Healthy Heroes club to be accessed by a further 12 KS2 children. 	
<p>2. Children with SEND are specifically catered for in all clubs</p>	<p>2. Supporting children with SEND needs</p> <ul style="list-style-type: none"> Club staff are made aware of additional needs children may have. 1:1's used when necessary to support. A specific club is introduced for children with SEND needs with an exercise and skills element. This is to be provided by specialist staff. 	<p>See above</p> <p>See above</p>	<ul style="list-style-type: none"> 1:1 provision put in place for a child with SEND needs during gymnastics club. Ensured inclusive participation. 	
<p>3. Develop OAA activities through year 6 residential, staff CPD, implementation of new PE schemes of work.</p>	<p>3. OAA opportunities</p> <ul style="list-style-type: none"> Trial with a view to roll out new schemes of work which include new sports and activities. Staff CPD on orienteering Year 6 residential to include OAA activities. 	<p>See above</p> <p>See above</p>	<ul style="list-style-type: none"> Power of PE scheme being trialed in reception, year 3, year 4 and year 6. OAA to be taught from year 2 upwards. Staff questionnaire used to identify class teachers that have a lack in confidence 	

			when teaching orienteering and gymnastics. These staff will be supported through modeled lessons to increase their skills and confidence in these areas. CPD – 20 th November 2018 and 7 th February 2019.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Children experience the benefits of participation in competitions such as social emotional and physical development.	1. Increase of intra school competition opportunities <ul style="list-style-type: none"> • Competitions through sports clubs which are subsidised using sports premium. • Intra-competitions for KS2 • Personal challenges to be introduced 	See above	<ul style="list-style-type: none"> • Clubs are oversubscribed. • Participating in 15 competitions this year. • Competitions entered last year – 11. This is a 36% increase. • 3 of these competitions are specifically for KS1, last year only KS2 opportunities were offered. • All PE units are to end with a class competition. Personal challenges are to be undertaken by KS2 pupils throughout the year using 'The School Run'. 	
2. Increase the opportunities to compete competitively against other schools/ academies including inclusive sports and opportunities for KS1	2. Increase in inter school competition opportunities <ul style="list-style-type: none"> • Organise and take part in an increased range of competitive opportunities including: Sports Day, GDFT Inter Academy Athletics, competitions through the NSSP and inclusive sports. • KS1 to attend more competitions in the local area. 	NSSP: £500 £2000- Transport	<ul style="list-style-type: none"> • 3 competitions are specifically for KS1, last year only KS2 opportunities were offered. • Participating in 15 competitions this year. Competitions 11 entered last year, this is a 36% increase. 	

Additional outcomes and benefits of the funding	Percentage of total allocation:
	%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:		Sustainability and suggested next steps:
1. Children to experience an increased opportunity in leadership.	2. Sports leaders <ul style="list-style-type: none"> • Train year 5 as active playground young leaders. • Leaders to run playground activities at playtimes and lunchtimes linked to active playgrounds. Year 6 to lead this until year 5 receives training. • Leaders to support/ run intra- competitions to apply their training. 	GDFT offer Internal Budget	<ul style="list-style-type: none"> • 30 year 5s to be trained as Sports Leaders on 20th November. • Their role will encompass running active playground activities. • Increased numbers on sports leaders of 25% from last year. 	

Created by:  association for Physical Education  YOUTH SPORT TRUST

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