

# Evidencing the Impact of the Primary PE and Sport Premium

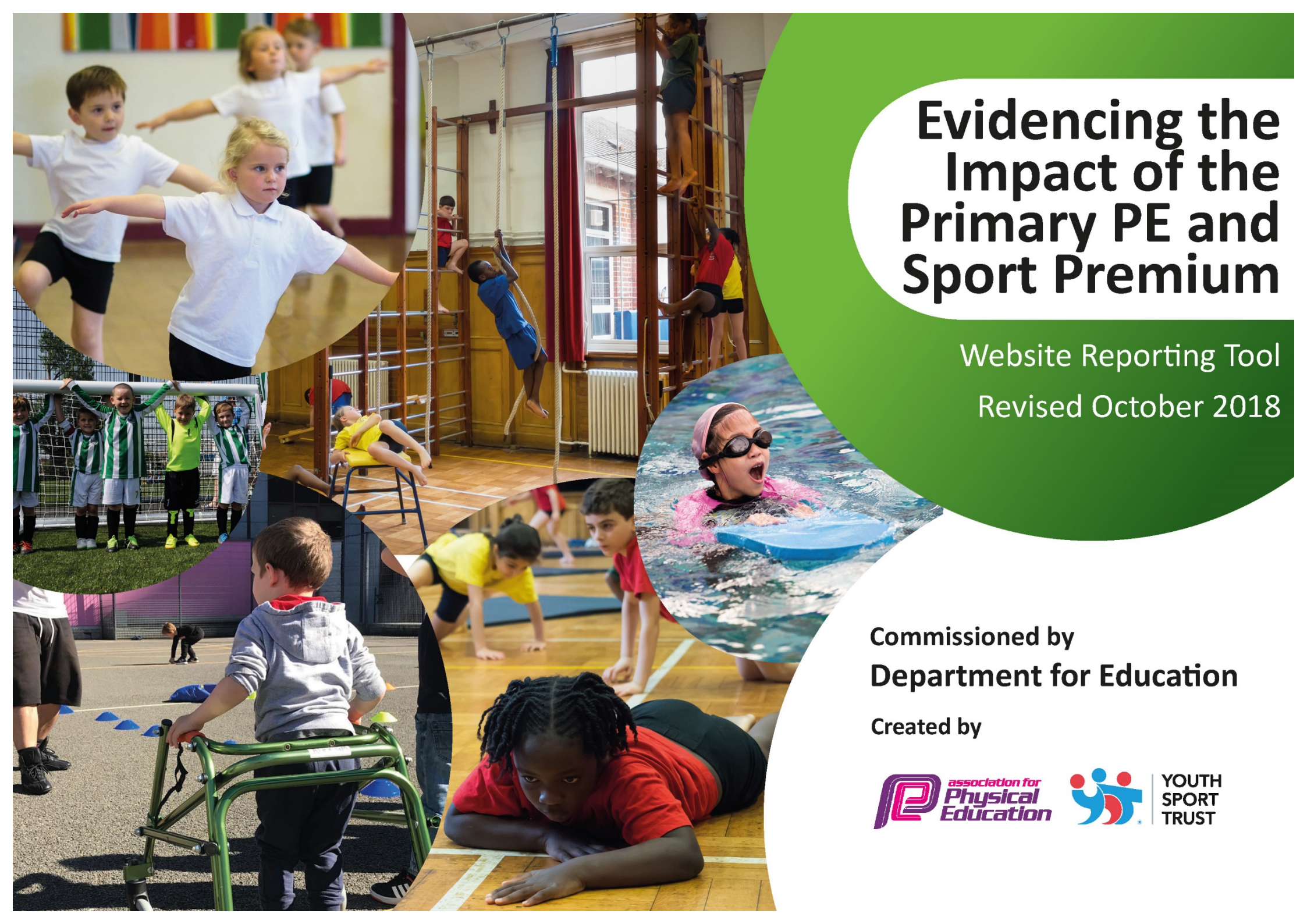
Website Reporting Tool  
Revised October 2018

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](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 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:
Increased participation after school, especially within KS2. Achievement of Gold School Games Award.	Maintain minimum Gold standard for School Sport Award and plan to achieve Platinum Standard.

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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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?	Yes: 1 x 20 weeks swimming lessons above and beyond curriculum usage.

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## 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: £17 230	Date Updated: July 2019		
<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: 43.6%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Up and active- Health and Well-being approach	Greater understanding of healthy lifestyles.	Included in SSP package	Each class in KS1 has access to the trim trail on a given day when their class teacher is on duty	Ensure replacement of logs as needed to refresh and maintain accessibility of trim trail.
Mile –a –day	Enrol school in the Daily Mile initiative. Assign member of staff to coordinate and promote this initiative.		Staff member accesses the Daily Mile Initiative and has set up routine for pupils prior to school starting to take part. Staff member uses parents to aid recording of participation.	Improve take-up through engagement of all staff during the school day.
Use of Playground Leaders to deliver activities at playtimes and lunch times as a means of engaging children in regular physical activity.	Directed play, which is not static. Use of playground markings. Pupils apply to be a playground leader.	£7 507.50	20 playleaders trained as part of SLA. Rota for playleaders established and activities take place Monday through to Friday during the morning playtime and at lunchtime. Activities open to both Key Stages. Specific noticeboard with key information now in place enabling pupils to identify playleaders and activities.	Train welfare staff and provide guidance for activities used by playleaders to enable greater numbers to access activities.  Additional targeted sporting activities at lunchtimes to be purchased for September 2019. These will be aimed at both KS1

			Directed play helps pupils struggling with free time and how to best use it. Improved playground markings enable games to take place.	and KS2 and will further enhance training for specific sporting events as well as enabling pupils to become more active.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 16%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Embed physical activity within the school day through active teaching.  Introduce sport notice board to include information of sporting activities inside and outside of school.  Introduce Sport Crew, and other pupils, to lead and direct sport within school.	Target pupils in mathematics through the use of Maths on The Move.  Board in the main hall for maximum impact.  Applications for Sport Crew. Regular meetings with SL. Compile reports on sporting achievements in and out of school.	£2500	Confidence and self-esteem improved.  Notice board up to date and displays sporting opportunities as well as celebrating success.  Sport Crew led individual challenge. Sport Crew trained 'B' football team, inviting other experienced pupils in Y6 to help. Sport Crew managed the 'B' football team.  KS2 staff are working with their	Continue with the same programme. Introduce active learning across the curriculum starting with active literacy. Activity within lessons to be monitored.  Intra-sporting events to be recorded and points awarded towards individual teams. Further develop sport leaders in each class, including in KS1.

<p>Pupils share sporting achievements with others in school.</p> <p>Encourage pupils to enrol in sport outside of school.</p>	<p>Actively encourage children to bring into school medals, trophies etc. to both celebrate their success and inspire others during achievement worship.</p> <p>Invite parents to regularly attend worship where teams and individuals have achievements celebrated.</p> <p>Actively engage with clubs and societies – display their posters and invitations on the sport notice board.</p>		<p>own children to introduce an activity, plan for it and to deliver during regular PE lessons.</p> <p>Staff now using intra-sport events within PE lessons.</p> <p>Parents attend celebrations and actively encourage their children to share their achievements.</p> <p>Clubs and organisations share literature with school. All displayed on PE notice board.</p> <p>Holiday sport club takes place in school.</p>	<p>Audit and purchase equipment to replenish and enhance learning</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				3%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>Staff new to Key Stage and Year Groups:</p> <p>*develop participants confidence in delivering and assessing high quality physical education in primary schools at Key Stage 2 and KS1 and KS1</p> <p>•explain how to teach the basic skills and progressions in games, gymnastics, dance and OAA activities at Key Stage 2 and KS1</p> <p>•explore how to adapt the Lancashire planning to meet children’s needs.</p> <p>•help teachers develop an understanding of assessing children through Lancashire core tasks in PE at KS2 and KS1.</p>	<p>Supply cover for each class and enrolment on pertinent courses.</p> <p>Support from SL and KS colleagues.</p>	£660	<p>As a result of training, staff deliver quality lessons.</p> <p>Confidence, self-esteem and enjoyment of PE has increased in the targeted classes.</p>	<p>Subject Leader will monitor performance and deliver or source needed CPD to ensure outcomes are good for all pupils.</p> <p>School to join afPE (school membership) to ensure access to specialist and expert support, thus keeping school fully up to date.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				33%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>Introduce and extend different activities for children across all three key stages as part of the curriculum and as extra-curricular activities.</p>	<p>Focus on individuals who do not normally take up additional PE or sporting opportunities.</p> <p>Employ an outside agency to deliver more varied activities.</p>	£4 737.50	<p>Greater number of pupils engaging in extra-curricular sports (at least 50% of KS2 pupils).</p> <p>Some pupils now taking up the opportunity to engage with outside agency partners during holidays in activities held at school.</p> <p>Sports new to school include yoga</p>	<p>Continue with outside agency for extra-curricular sport.</p> <p>Continually monitor uptake and actively look for ways to improve involvement.</p>

	Provide additional swimming lessons above and beyond allocated curriculum time for Y6/KS2 pupils.	£1000	and judo. All EYFS participated in Tots on Tyres.  Children involved show more confidence in the water.	Actively monitor competency of Y6/KS2 pupils to achieve national curriculum aims in swimming.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:  6%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Provide a variety of opportunities for pupils to participate in competitive tournaments and fun festivals.  Involve pupils in a wide range of sports.  Involve pupils with SEND needs in sport.  Intra-team sport activities to increase competition with classes.	Sign up to the SSP and participate in a variety of sports and activities.  Increase participation in school sport competitions. Have two teams participate in a competition.  Sign up for inclusive games.  Higher percentage of pupils participate in competitive sports.	£1 100	'A' and 'B' teams participated in both football and netball.  Cross-country team wins led to two pupils representing the Ribble Valley in the East Lancs event.  Gold and bronze medals achieved in the individual gymnastic events.  Pupils who would not normally engage in PE represented school at the inclusive games and enjoyed their participation.  Parent support was used for cross-country and football teams.	Increase the number of competitive events for KS2.  Involve more staff in the organisation and running of training and selection of teams.  Continue to involve parents with teams.  Lunchtime activities to also focus on preparation for competitions.