

Evidencing the Impact of Primary PE and Sport Premium -Guidance & Template-

Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), 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 and the effect it has had on pupils' PE and sport participation and attainment.

Revised September 2016

Schools must include t

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association for
**Physical
Education**



**YOUTH
SPORT
TRUST**

- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.

HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

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 premium to:



- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Guidance on the primary PE and sport premium can be found at [gov.uk](#).
Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: Mellor St Mary CEP

Academic: [Click here to enter text.](#)

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| In previous years, have you completed a self-review of PE, physical activity and school sport? | Yes |
| Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? | Yes |
| Is PE, physical activity and sport, reflective of your school development plan? | Yes |

Are your PE and sport premium spend and priorities included on your school website?

Yes

SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out 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?	100%
• 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?	85 %
• 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?	70 %
• Schools can choose to use the primary PE and sport premium to provide additional provision for swimming but <u>this must be for activity over and above the national curriculum requirements. Have you used it in this way?</u>	No

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2018/ 2019

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
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Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

<p>1. Engaging all pupils in regular physical activity –kick-starting healthy active lifestyles.</p> <p>2. Increased participation in competitive sport</p>	<p>What evidence is there of impact on your objectives?</p> <p>AL training undertaken with SSP - Year 5/6 to support the younger children to access games in the playground.</p> <p>PE equipment purchased to increase physical activity at playtimes and lunchtimes. Exercise Questionnaire taken from Class 3 for one week.(Snap shot)</p> <p>Ribble Valley Football League Cup – Runners Up out of 12 teams. Multi-skills Yr 5- 4th out of 10 teams – Over 905 pupils took part over all. Ribble Valley Gymnastics Group Competition- 7th out of 26 schools with 55.2 points. Tag Rugby – Yr 5 – draw 1 match – lost other 3 matches. Overall team performance – fantastic and worked together. Match Day Experience At Blackburn Rovers- Flag waving and penalty shootout at half time. Short Tennis Yr3/4 competition – 2nd in group and just missed out on semi-finals. Summer Term events- Individual Gymnastics competition- 1st and 2nd vault. Advanced group. 2nd and 3rd floor. Advanced group. 3rd floor Intermediate group.</p>	<p>Does this impact reflect value for money in terms of the budget allocated?</p> <p>Increase in range of playtime and lunchtime activities has led to significantly more children in active games on the playground and school field. Although this will be on-going next year. Year 6 to train Year 5 pupils end of this academic year.</p> <p>For children to participate in Intra school competition and develop Level 1 competitions. LA Glen Swindlehurst to explain to staff during PE training in July.</p>
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<p>3.Increased confidence, knowledge and skills of all staff in teaching PE</p> <p>Broader experience of a range of sports and activities offered to all pupils including KS1 pupils</p>	<p>Orienteering Girls Cricket Ribble Valley Cricket Ribble Valley – High 5 Hockey-Quad kids Netball and Football matches against local schools</p> <p>Over the past year, all staff have benefited from working alongside the Blackburn Rovers coaches- observing how they teach various areas of the PE curriculum. This is proving to be valuable CPD for teachers and is continuing to upskill them and improve their confidence, enthusiasm and expertise.</p> <p>There has been an increased number and range of extra-curricular clubs showing a variety of sports provided by both staff and external coaches. This year, new clubs/activities with external coaches are :- KS1 – Multi skills and Dodgeball Yr 3/4- Tri-golf and Godgeball Yr 5/6 –Multi Sports All KS2- Tag Rugby Club. Also EYFS Balanceability bikes.</p>	<p>To continue to up upskill teachers for progression and continuing development. This will help improve the teaching of learning of PE to improve the ‘whole child’ approach. This will be carried out by the School Sports Partnership. Next step is to develop understanding of PE scheme of work and assessment along with training for teachers from PE Lancashire Advisor – Glen Swindlehurst in July</p> <p>We aim to target specific groups of children who are currently not participating. Continue to deliver quality after school activities to develop both KS1 and KS2 skills and healthy life styles.</p>
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SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Academic Year: 2017/2018		Total fund allocated: £ 15,252					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <i>Impact on pupils</i>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
5. increased participation in competitive sport	To continue to offer competitive opportunities to KS1 and KS2. To develop Level 1 competitions within school.	As part of HRV SSP children will participate in a range of competitions. SSP providing ASC to improve PE skills for competitions.	£1000	£1500	Number of competitions entered at L2 and number of competitions at L1	Intra- PE Lessons – We had a Sports Relief fun day with an Easter theme. We had 10 Easter themed stations and each group rotated. Two children from each year group – from EYFS to Yr6 in a team. It was a great success. Sports Day on the field for all pupils. COMPETITONS	More

					<p>Ribble Valley Football League Cup – Summer Term events- Girls Football 5/6 Individual Gymnastics competition- Great Success. 1st on floor, 2nd on floor and 2nd on floor in advanced. 2nd on floor 3rd on vault in intermediate. Ribble Valley Cricket Yr 4 /5 Ribble Valley – High 5 Yr 5/6 MalcolmBlackburn Kwick Cricket Cross Country- Boys-out of 70 1st, 5th, 14th, 29th, 35th . Girls out of 70 4th, 7th, 32nd, 39th, 43rd, 46th</p>	
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4. broader experience of a range of sports and activities offered to all pupils	Continue to sustain and increase the number of children who participate in after school activity.	Introduce new clubs after school to sustain and increase participation.	£1000	£2500	Number of sports offered – by SSP pupil feedback	Pupils have loved the range of sports activities offered. ALL KS2 - Football Yr 5/6 - Netball KS1 – Dance Multi skills Yr 3/4- Dance – Gym club. Yr 4/5 – Volleyball – Cricket – Athletics 5/6 – Multi Sports- Hockey – Rounders Also EYFS Balanceability bikes. YR 3/4/5/6 – Clubercise	
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	To continue to support staff with upskilling their technical knowledge in sports. Focus - to develop	To continue to increase confidence, knowledge and skills of all staff in teaching PE and sport as part	£6000	£6,860	As part of the HRVSSP CPD is available. Bought into SSP coaching support programme and cricket coach.	Valuable CPD for teachers and is continuing to upskill them and improves their confidence, enthusiasm and	

	<p>subject leader skills in PE Impact – vision for the school moving forward with a highly skilled middle leader.</p>	<p>of CPD. Questionnaire to be given to teachers for subject confidence. Ongoing - Subject leader Nationally accredited training - Level 5 Sports Leaders. Work with LCC PE Advise</p>			<p>Teacher questionnaire before and after coach intervention.</p>	<p>expertise. This will help improve the teaching of learning of PE to improve the ‘whole child’ approach. Staff confidence questionnaires beginning of academic year – collated results/key points to be addressed end of academic year. The aim is that teachers have become increasingly more confident and competent in the teaching and learning of PE. The introduction of the ‘LCP’ PE scheme of work has supported the delivery of the new curriculum, ensuring continuity and progression in the development of</p>	
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						<p>skills throughout KS1 and KS2.</p> <p>Children questionnaire- PUPIL VOICE carried out – 5 children from each Year group – Which element of PE do they like the most-least.</p> <p>Results showed that all elements were enjoyed – although Dance is an area need to focus on to ensure to develop the children’s enthusiasm</p> <p>Lesson observations are to take place in the Summer Term 2</p>	
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	Impact will be all children will joining in physical activity. To further increase physical activity at lunchtimes by	To improve the physical ability/activities of all pupils. Focus - to offer a range of different lunchtime activities. Impact - children can be more	£5000	£6000	PAL's training and play time buddies who will target less active children to join in with the game. Purchase new resources to	<p>Main response – Not enough activity at lunchtimes.</p> <p>New playground markings – needed from results.</p>	

	<p>more focused playground activities. To improve the outdoor area so children can be more active during lunchtime.</p>	<p>active during lunchtime.</p>			<p>support active break times.</p> <p>To look for funding and fund raise to improve the outdoor areas.</p> <p>To improve the outdoor area so children can be more active during lunchtime.</p> <p>KS2 carried out a weekly diary completed over a time of 2 weeks – about how much physical activity do they do throughout the day. Before, playtimes, lunchtimes and after school.</p>	<p>New playground markings – April 2018.</p> <p>Impact – Children love the new markings.</p> <p>Question given out to all children – What impact has the new playground markings had during lunch times and playtimes?</p> <p>PUPIL VOICE</p> <p>“ The markings on the Junior playground are good.</p> <p>I like the obstacle course and think the netball and football lines are clearer. The markings for the Infants are fun!”</p> <p>KS2</p> <p>“ I love Mirror Me. I use it every dinner time!” KS1</p>	
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						<p>“ I like the colourful markings. “ KS2 “ I like to play on the obstacle course with my friends”. KS2 “ I love MR Wolf. “ KS1 “ I love hop skotch”. KS1 “ The markings help you keep active. I think the ‘long’ jump is fun.” KS2.</p>	
Choose from drop down list							
Use your own indicators							

Date: 30/09/2018

Review Date: 30/09/2019

Completed by (name and school position): Mrs G McPherson PE
Co-Ordinator