



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2019

Commissioned by
Department for Education

Created by



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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:

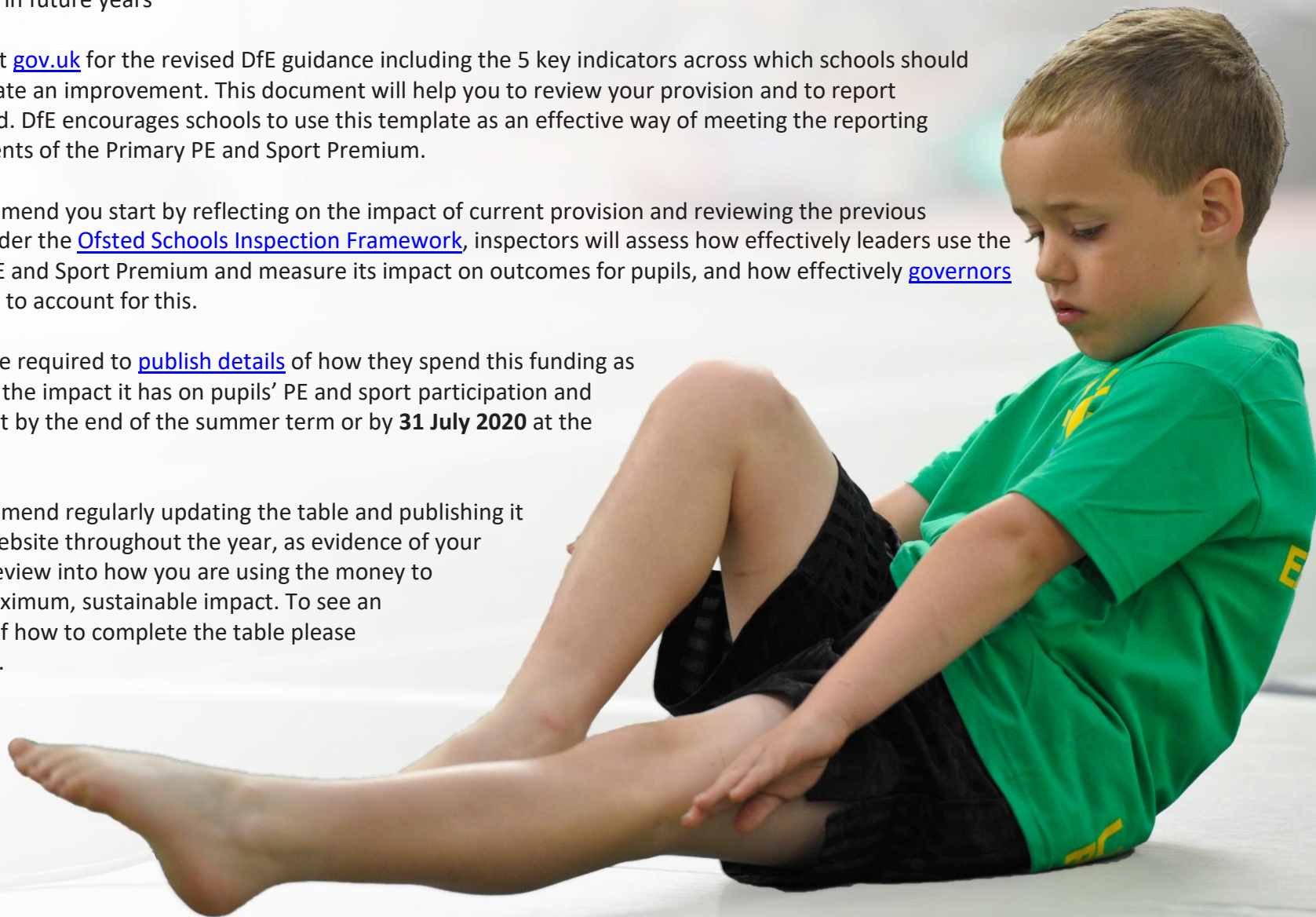
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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 2020** 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:
<ul style="list-style-type: none"> Monitoring has shown that children are continuing to make more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills across activity areas. Improved confidence, knowledge and skills of most staff through appropriate CPD has supported an increase in pupil progress. CPD has provided the Subject Leader with knowledge and skills to effectively monitor and evaluate provision and pupil achievement. Children take part in increased time and effort led sports during lunch times. Particularly KS1 girls and Lower KS2 boys. Dance leaders in place, so that the children can lead and deliver the dance club themselves. EYFS have easy access to wide range of balance and sporting activities, through more effective resource organisation. Children have taken part in increased range of inter-school competitions, with positive attitude to sport and skill success celebrated in school. Inclusive, key Stage sports days at local athletic stadium enabled children to be inspired to take part in a greater range of competitive sports. 	<ul style="list-style-type: none"> Train 'Play and Sport Leaders' to run zoned-activities at lunchtimes, and break times and be the drivers/ambassadors of fitness across the school. Playgrounds to be resourced to support this initiative. Movement of staff across year groups leads us to believe that CPD is needed to upskill some staff. Three NQT's and one RQT in post this term, CPD needed to enhance quality of provision and train to teach at least good lessons. Outdoor and Adventurous activities have always been off-site. Will now invest in mapping and set-up of orienteering. This needs to be embedded into the curriculum with the continued embedding of the 6C's curriculum. The provision of 30 minutes added daily exercise needs to be reviewed to balance with timetable constraints and the school environment. This review will be particularly relevant to winter months and weather conditions. Share practise of teaching across phases for all staff. A team-teach approach will develop practise for all, particularly new staff. This will be a great way of encouraging new ideas, staff taking risks in their delivery of PE and develop differentiation (support and challenge) within lessons. Increase level 2 competition. Timetable constraints, staffing structures and travel all impact on participation levels: obstacles which need to be overcome at an agreed MAC cluster meeting in the Autumn Term. Ensuring the children's preferences re. sports and activities are included in the long term plan, and the long-term plan maps to space, provision and competition. Investment in high quality resources, in order to increase competitive sports training and inspiration.

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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	No

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: £18,000	Date Updated: 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:
				67%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports coach employed during Tuesday and Thursday lunchtimes and after school to engage different sections of pupils in physical activity.	Schedule in place to ensure ultimate efficiency of time.	£4100		
New equipment to be purchased to support break time and lunchtime activities in Key Stage 1, engaging children in physical activity	Provide equipment / resources to introduce new sports into the KS1 playground, to improve delivery of existing ones and to support wide range of lunchtime and leisure sports activities.	£1675 + £1000 (equipment)		
PE subject leader to launch initiatives at engaging children in physical activity, skipathon, and orienteering.	12 x essential teaching pack deal (athletics, badminton, cricket, football, hockey, play time, multi-skills, tennis KS1 and KS2) Mapping out an orienteering route – one in the playground and one in forest school	£2,800		
Skipping coach	Skipping coach – 2 lessons a week Attend a skipping competition at the end of the year. Buy ropes for classes to use Lunchtimes cover for Ks1 and Ks2.	£2,400		

Training of Young PE leaders	Training of Year 5/6 Play and Sport Leaders. Badges/ Equipment and Awards for children.	£200		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE subject leader is updating the PE curriculum to bring it in line with the whole school focus, creating objectives for teachers to use in their planning. Long term curriculum plan to be made in line with hall timetable	Strategic analysis of planning – against schools learning ladders. Analysis of assessment systems linked to data.	£600		
Sports Week (inclusive to Sports Day). Further develop the provision of physical activity for all pupils through the development and delivery of Active Week	Staff to carry out literacy and maths lessons through a range of sports. Provide opportunity and equipment for new sporting activities as part of this. Banners on playground to promote games.	£500		
Take part in School Games Award as use this as an indicator for improvement and achievement.	Sign up for School Games Quality Mark and promote across school.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staff CPD for NQTs and RQTs. The PE subject leader will use some management time to model lessons for other members of staff, sharing practice including differentiation especially in classes with SEN. Lunchtime staff	Staff to be coached alongside sports coach to look at how to progress children in their class, ensuring that the children in their class are catered for on their own merit with support and challenge provided.	£350		
SHAPE course – Newman university (2 members of staff) CPD	New initiatives for how to develop concepts in engaging ways is also to be explored Subject leader to be upskilled in leadership of PE by attending network meetings and curriculum conferences.			
DanceDesk subscription and curriculum support	Provide subscription to Coordinator network including CPD. National & professional support memberships. Improve teaching and provide new ideas for the curriculum. Improve confidence of teachers to deliver high quality PE with up-to date pedagogy	£750		
Staff to cover for subject leader, courses and subject-based release time	Children have the opportunity to participate in inter-school competition during school hours	£300		

<p>(Further CPD to be negotiated. Questionnaires to be put to staff to identify strands of PE to increase confidence in.)</p> <p>Learning ladders/ Planning to follow for Pre-school and EYFS</p> <p>PE hub subscription</p>	<p>Subject leader receives CPD and obtains key information, processes and policies to implement in school</p> <p>Monitoring and subject maintenance/development can be kept up-to-date</p> <p>New initiatives brought into school</p>			
	<p>Subject leader to meet with Pre-school manager and EYFS to create planning format.</p>	£0		
	<p>PE lead to attend course of different curriculum – look at which will suit the school.</p>	£500		
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>15%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Resources – top-up basic teaching aids and invest in wider curriculum opportunities.</p>	<p>Provide equipment / resources to introduce new sports into the school, to improve delivery of existing ones and to support wide range of lunchtime and after school sports activities.</p>	<p>£1,000</p>		
<p>Soft – Large and Small balls Netball x2 nets</p>	<p>Subject leader to trial with Pre-school, EYFS and Key Stage 1</p>	<p>£500</p>		

Funding for travel to sports competitions and matches – this will enable the school to enter more competitions and increase participation		£500		
Subscription to BCSSA and Black Country School Games – being part of these network allows us to take part in a range of activities. Children will take part in a swimming gala, a football and cross-country competition in the summer. The aim is to enable a greater proportion of children in school to take part in inter-school competition.	To email and subscribe – subject leader to plan out which events children will be taken to for a range of ages – plan out cover and timetabling across the school. Subject leader to	£100 to enter BCSSA £50 to enter Black Country School Sports Partnership		
Coaches to come and teach new sports		£1,000		