



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

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 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"> • Successful Real PE training day for all staff • Achieving the Silver School Mark for the Federation • Child participation across all year groups increased in extra-curricular sport/exercise • Higher percentage of children being able to swim confidently for 25m or more • Higher participation in obscure tournaments (linked with local clusters) 	<ul style="list-style-type: none"> • Implementation of Real PE across all Key Stages • Further competitions targeted at our least active/SEN pupils • Maintain and improve on the Silver School Mark achieved last year • Continue to increase participation in obscure tournaments

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?	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?	100%
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?	100%

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
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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: £65910		Date Updated: 4.7.19	
<p>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</p>					<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Core muscles are strengthened, particularly in boys, who are nationally developmentally below girls.</p> <p>PE lessons are of a higher standard due to having more/better quality equipment to use.</p> <p>Children experience a broader range of sports activities (incl. some competitive sports) during PE lessons and clubs. This will increase their levels of physical activity, thus developing a more active lifestyle.</p> <p>Children have more experience in participating in competitive sports events in the local cluster/ district/ county.</p> <p>Children participate in a wide range of different sporting activities.</p>	<p>Increase the amount and the range of Physical Development activities for children, by purchasing new equipment and resources.</p> <p>Audit of current resources and invest in new resources/equipment to use in PE lessons and in extra- curricular clubs.</p> <p>Participate in an increased number of sports competitions, including ‘inclusive’ competitions and general intra/inter competitions.</p> <p>Federation sports day, Pacesetter sports competitions and competitions organised and led by Sponne School.</p> <p>Establish before- school training clubs students/ pupils participating in competitive events.</p> <p>Establish before- school and lunchtime clubs targeted towards the less-active/lower confidence children (Sports Crew).</p>	<p>£24000</p> <p>£5000</p> <p>£600</p>	<p>Improved progress levels and attainment levels in Physical Development and general PE ability.</p> <p>New equipment.</p> <p>Monitoring records/ lesson observations show high quality PE lessons being taught throughout the school.</p> <p>New equipment/ resources stored in PE cupboards and in the shed.</p> <p>List of competitions entered.</p> <p>List of participants at each event.</p> <p>Attendance lists for each club.</p> <p>Improvement in performance in competitive events.</p> <p>Attendance lists for each club.</p> <p>Timetables for lunchtime sports activities.</p>	<p>Lunchtime supervisors and Sports Crew members report on the success and general well-being of both Sports Crew members and activity participants to Teaching staff.</p> <p>Daily Mile as a routinely timetabled activity.</p> <p>Termly/ half termly liaisons with staff from Sponne cluster to organize events outside of the Competitive and Developmental events organized by Sponne.</p> <p>Pacesetters contract finishing: Teachers and staff to facilitate new clubs.</p> <p>Parent questionnaires sent home for feedback on current wrap-around care and interests in sports clubs outside of school hours.</p> <p>‘Playmaker’ clubs established in parallel to Sports Crew to offer alternative physical activities to</p>	

<p>G&T students have opportunities to further develop their skills and talents.</p> <p>Improved performance at competitive events.</p> <p>Continue to develop the skills and learning opportunities of the Sports Crew.</p> <p>An increase in the number of children participating in extra-curricular sports activities.</p> <p>Less- active children become more active, more confident and identify a sport that they enjoy.</p> <p>School Games Mark applied for and awarded.</p>	<p>Continue to develop the skills and leading opportunities of the Sports Crew.</p> <p>Plan and establish intra-federation sports events targeting G&T pupils.</p> <p>Sports Crew members understand their roles and responsibilities and get promoted weekly during assemblies.</p> <p>They plan and lead a wide-range of lunchtime clubs and competitive events to cater for all children and to enable a larger proportion of pupils to participate, supported by staff.</p> <p>To encourage children to lead active and healthy lifestyles- knowing that running/walking is something they can do anywhere.</p> <p>Children understand that sport/ physical activity doesn't always have to be competitive.</p> <p>All pupils engaged in regular physical exercise.</p> <p>Attend PLT meetings at Sponne School, sports conferences and apply for the School Games Mark.</p>	<p>£540</p>	<p>Reports and photos on the school website.</p> <p>Attendance lists for each club.</p> <p>Sports Crew meetings.</p> <p>Children are able to complete their challenges quicker or more effectively because they are fitter.</p> <p>Completed challenge cards.</p> <p>Attendance lists for each club.</p> <p>Improvement in performance in competitive events.</p> <p>Attendance lists for each club.</p> <p>Lesson observations, monitoring, and pupil voice.</p> <p>Sports Crew announce certificate winners, upcoming events and latest competitions.</p> <p>More children choosing to participate in extra-curricular clubs/events.</p> <p>Participation lists for each competition event.</p> <p>New initiatives brought in by subject leader, when necessary.</p> <p>School Game Award.</p>	<p>competitive sports.</p> <p>New P.E. curriculum and training bought into by the whole Federation.</p> <p>Successful whole staff training days.</p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p>School focus with clarity on intended impact on pupils:</p>				<p>Percentage of total allocation:</p> <p>%</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>The profile of sport is raised in the school-encouraging other children to engage in competitive events.</p> <p>Staff ensure all PE lessons are taught to a high standard and that any areas of weakness are discussed and acted upon.</p> <p>Subject Leader to increase knowledge and understanding of new initiatives related to PE and School Sport.</p>	<p>More use of team kits to wear to competitive events (A & B teams). FF Sports Day. Promotion through assemblies.</p> <p>Subject leader to monitor and evaluate the quality of teaching by all staff across the federation.</p> <p>Attend PLT meetings at Sponne School, sports conferences and apply for School Games Mark.</p>	<p>£900</p>	<p>List of attendees for each club.</p> <p>Lesson observations and pupil voice.</p> <p>School Games Mark.</p>	<p>Daily Mile is used as a teaching opportunity on the impact of physical activity on mental agility and concentration during academic lessons.</p> <p>Premier League Stars Kit grant: New, uniform kit for the Federation Football team to promote the cohesiveness of the four schools – kit received and stored at central location ready for use by those who need it. Range of sizes available.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All staff are confident in their skills and ability to teach PE, regardless of area.</p> <p>Staff ensure all PE lessons are taught to a high standard and that any weaknesses are acted upon.</p> <p>Subject leader to increase knowledge and understanding of new initiatives related to PE and School Sport.</p>	<p>Pace Setters employed to teach lessons to every year group in the federation over term 2/3- teacher to work with coach, supporting professional development. Activities identified by staff.</p> <p>Subject leader to monitor and evaluate the quality of teaching by staff in PE lessons.</p> <p>Attend PLT meetings at Sponne School, sports conferences and apply for School Games Mark.</p>	£27500	<p>Observations/monitoring and receipts from PS.</p> <p>Observations/monitoring and pupil voice.</p> <p>New initiatives, where necessary, brought in by subject leader.</p>	<p>Following recent training by external third party: Real PE – Create Development, all staff (teachers and TAs) increased confidence with delivering a movement orientated curriculum with less sports and competitiveness focus. Additional ‘check-up’ training days to follow.</p> <p>As of 2019-20, staff to be leading and teaching PE lessons 2 x weekly.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Additional achievements:</p> <p>All staff are confident in their skills and ability to teach PE, regardless of area.</p> <p>Core muscles are strengthened, particularly in boys, who are nationally developmentally below girls.</p>	<p>Pace Setters employed to teach lessons to every year group in the federation over term 2/3- teacher to work with coach, supporting professional development. Activities identified by staff.</p> <p>Increase the amount and the range of Physical Development activities for children, by purchasing new equipment and resources.</p>	<p>£1600</p>	<p>Observations/monitoring and receipts from PS.</p> <p>Improved progress levels and attainment levels in Physical Development and general PE ability.</p>	<p>Whilst the focus of in-school PE teaching shifts to inspiring a lifelong love of movement, continued participation within Sponne cluster events will maintain a broad range of sporting opportunities.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p style="text-align: right;">%</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>Children participate in a wide range of different sporting activities.</p>	<p>Federation intra competitions, sports day and Sports Crew led initiatives. Motivation through assemblies, providing more of an emphasis on sport.</p>	<p>£5000</p>	<p>Increased number of competitions entered and competitors.</p>	<p>Both developmental and club level competitions provided through Sponne ensure that children are exposed to a level of competition; learning how to handle losing and winning.</p>