



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 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:
<p>Teachers in the school are becoming more confident with the PE provision they are providing through support from a range of different PE coaches and mentors.</p>	<p>All teachers to feel confident in PE provision and engage in planning rich and effective PE modules.</p>
<p>Teachers in the school are becoming more confident in the planning of PE they create through support from a PE specialist who works alongside the school.</p>	<p>More after school clubs available to encourage a larger number of children to participate in after school activities.</p>
<p>Fit 4 Life has a growing attendance as an after school club and this sees more children engaging in PE outside of the school day.</p>	

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	Not currently available
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	Not currently available
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Not currently available
<p>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?</p>	Yes

*Schools may wish to provide this information in April, just before the publication deadline.

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: 2017/18	Total fund allocated: £	Date Updated:		
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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Providing opportunities for all children to be participating in 30minutes of physical activity a day in school.	To have structured lunch times to ensure that children have games they can partake in. PE lessons to be planned to ensure that children are having opportunities to undertake physical activity.		The Playleader ensures that at lunchtime there are structured activities which encourage children to participate in physical activity throughout lunch.	Sports leaders used at lunchtime to help organise children and give them the opportunity to partake in physical activity. PE teachers are equipped with and have planned sound units which allows participation in physical activity to be effective.
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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the amount of PE provisions outside the classroom to promote the participation in sport.	Provide a wider provision of after school clubs to increase the participation in PE outside the classroom		A range of after school clubs were introduced including, Hula-hooping, gymnastics, cheer leading, cross country, netball, tag rugby and football. The afterschool clubs were run by either outside agencies or staff from within the school. The amount of children attending after school clubs increased massively from the previous year.	The majority of the clubs will continue to run next year and with the new PE platform more afterschool clubs will be offered to the children. In order for it to continue to be successful a range of sports clubs should be available.

			The school also provides swimming lessons within curriculum time to the Y3 cohort as this was where it was identified to have the largest impact.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Improving the knowledge and confidence of teachers in PE provision throughout the school to enable the children to have rich and effective PE sessions which have a progression of skills.	Teachers to work alongside PE mentor to deepen understanding of progression in PE and how to plan an effective unit.	£13,313	Throughout the year various sports coaches, including Sally Serridge, CM Sports and a Chance to shine, worked alongside the teachers to help put together effective units of planning. All teachers worked with these coaches and the children were provided with high quality PE lessons. We also bought into a sports platform that provided us with quality planning that the teachers could use to enable effective sports coaching to take place.	Following coaching and CPD, teachers are to use the new platform to continue to improve their understanding of progression in PE and work alongside the coaches to further deepen their understanding of quality PE provision.
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:
Broaden the opportunities for children to participate in a range of different sports and activities.	Clubs to be arranged for children to participate in that include a range of different sports. A broad PE curriculum where children have the opportunity to take part in a range of different sports.		A range of after school clubs were introduced including, Hula-hooping, gymnastics, cheer leading, cross country, netball, tag rugby and football. The afterschool clubs were run by either outside agencies or staff from within the school. The amount of children attending after school clubs increased massively from the previous year. PE coaches have been employed that teachers can work alongside,	The wide variety of clubs should continue next year to allow the children a similar exposure to a range of sports and activities. The PE coaches to work with the PE lead to plan a wholesome curriculum to ensure children are covering a range of sports and activities.

			improving confidence in PE provision which allows the children to be exposed to a range of different sports and activities.	
Key indicator 5: Increased participation in competitive sport				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:
Increase the amount of children participating in after school clubs and therefore participating in competitive sport.	Opportunities to be created where children can competitively participate in sports both inside and outside of school.		<p>Children have had the opportunity to participate competitively in a range of sports this year. Around 30 children each race participated at Portsdown hill in cross country.</p> <p>Y5/Y6 children were given the opportunity to participate in Netball and Football clubs and then they were all given the possibility to play competitively and present the school.</p> <p>The Y6 children were also given the opportunity to participate in a cricket tournament which saw them playing against other schools.</p>	These clubs are to continue next year so that the opportunities can continue to be presented.