

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



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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 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:
<ul style="list-style-type: none"> • A broad range of extra-curricular activities have been offered to students. • All year 5 students have received 6 x 1 hour swimming lessons. • The 'Daily Mile' has been introduced to all students. • Students have had the opportunity to represent the school in a range of sports. 	<ul style="list-style-type: none"> • Swimming percentages do not currently meet the national requirements. • Continued input from PE Teaching Assistant in all areas to ensure impact continues when the funding no longer exists.

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.	68%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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: 2018/19	Total fund allocated: £18,970	Date Updated: 24/05/2019, 10/07/2019		
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: 100%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE Teaching Assistant to work alongside PE department to offer broad range of extra-curricular clubs. Thus providing all students with the opportunity to attend clubs free of charge.	<p>Consideration given to the sports currently on offer. PE Teaching Assistant to set up clubs that include alternative games/ those that are not currently available.</p> <p>PE Teaching Assistant to contact Bournemouth University lecturer to seek advice on launching FUTSAL club.</p>	£18,970	<p>24 clubs on offer across the course of the week, including the introduction of invasion games, rocket ball, cricket, futsal and dancercise, all of which are run by our PE Teaching Assistant. Club registers kept throughout year and data analysed termly.</p> <p>Introduction of before school futsal and dancercise clubs which are run by our PE Teaching Assistant and have been regularly attended by a number of students.</p>	Our sports leaders are expected to support at one club a week. This enables them to develop the confidence and knowledge to run the clubs, with the support of any staff member. This is to be extended to our most able students.
PE Teaching Assistant to work alongside PE department to help implement the daily mile initiative. Daily mile to take place every day for all staff and students, providing 10 minutes of regular physical activity.	PE Teaching Assistant to support students and staff during daily mile. Teaching Assistant to help to implement ideas to retain enthusiasm from the students – guest runners, prizes, weekly Interhouse competition with leader board.		<p>Increase in student's 12 minute run score indicating an improvement in fitness across the school.</p> <p>Positive feedback from staff questionnaire.</p>	Plan for the daily mile to remain as part of the school day, thus ensuring that regular physical activity remains a habit for all students.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				100%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE Teaching Assistant to lead PE cover lessons to enable staff members from across the school to gain subject knowledge and ideas.	PE Teaching Assistant to team teach alongside PE department. Cover teacher/non-specialists are then to observe PE Teaching Assistant delivering lessons. This gives staff members from across the school new lesson ideas and greater subject knowledge	£18,970	Cover teachers and non-specialists are now more confident and competent. Meeting between head of department and Cover Supervisor – minutes taken including feedback from CS.	PE Teaching Assistant to support cover supervisor and non-specialists in their lessons, offering timely feedback and advice.
PE Teaching Assistant to run clubs alongside non PE specialists. This enables the department to offer a wider range of opportunities to students.	PE Teaching Assistant to support non-specialists teachers at 2 clubs per week for the first half term. PE Teaching Assistant to organise and run initial fixtures so that non-specialists can learn about the school's procedures.		Non-specialist PE teachers have gained enough confidence to deliver clubs and run fixtures without the support of the Teaching Assistant. Two members of staff (non PE specialists) now regularly leading clubs and fixtures.	These teachers will now be able to lead clubs and share their new found knowledge with other non-specialists so that they too can eventually run their own clubs and fixtures.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				100%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE Teaching Assistant to support in PE lessons and to team teach alongside PE staff. Individuals and groups of students to receive greater support during lessons, timely feedback, motivation and encouragement.	PE Teaching Assistant given timetable based around the needs of the students. Available to support in all PE lessons.	£18,970	Students are making expected progress in PE. Evidence of greater engagement from students who previously lacked confidence in PE.	PE TA to continue to support in PE lessons. Half termly review to ensure their timetable is designed around the students who will benefit most from the support on offer.
Non-specialist staff to support swimming coaching team during year 5 swimming lessons to gain lesson ideas and to offer greater support to students, in particular, our less confident swimmers.	All year 5 students to receive a 6 week block of hourly swimming lessons taught by specialist swimming coaches and supported by a non-specialist.		All students to attend their weekly lessons. All students assessed against ARE's.	All year 5 students to continue to receive block of swimming lessons.
PE Teaching Assistant to offer free CPD to feeder primary school. Feeder school to specify the areas in which they feel they need to focus. Increased confidence of teachers to positively impact students who will transition to FMS.	PE Teaching Assistant to visit feeder schools, ensuring CPD is relevant to the sports on offer. Students from feeder primary schools to attend one transitional PE event at FMS, giving them a chance to meet their future teachers and to familiarise themselves with their new surroundings. Focus on Orienteering as this an area of the curriculum staff at the primary schools have suggested they have less experience in.		Staff to provide feedback on CPD they have been given. Students to exhibit greater knowledge and skills when they transition to FMS.	Staff in feeder schools to continue to share good practice.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				100%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Students given the opportunity to take part in a greater number of extra-curricular sporting clubs.	PE Teaching Assistant to offer free before school, lunch time and after school clubs. Clubs list reviewed half termly.	£18,970	Increased number of students taking part in extra-curricular sporting activities. An additional 10 free clubs on offer over the course of the week, all run by our PE TA. The school has achieved its school games mark gold award for the 4 th consecutive year.	PE Department to continue to offer broad range of extra-curricular clubs that are free of charge.
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:
In providing a range of sporting opportunities for students during both curriculum and extra-curricular time, more students will engage in participating in competitive sport.	The school is a member of PEDSSA which ensures we are eligible to enter tournaments and leagues.	£18,970	Students from all year groups able to attend all away fixtures and tournaments that are entered. The school has achieved its school games mark gold award for the 4 th consecutive year.	Home fixtures arranged where possible. School to continually pay to be a PEDSSA member.