



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Created by



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"> <li>- Increased profile of disability sports across school this year.</li> <li>- PE and Sport work alongside a whole school approach to raising aspirations for all pupils.</li> <li>- Over 100 pupils now take part in extra-curricular sporting clubs and events on a regular basis.</li> <li>- Gold school games mark achieved last year.</li> <li>- Range of sporting opportunities offered to pupils.</li> <li>- 3 Yr6 SEND pupils represented the school for the first time this year.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop an effective and succinct assessment for PE across the school.</li> <li>- Enable all children to become leaders in sport and be given opportunities to practice their leadership skills.</li> <li>- Target less active children and find clubs and activities to get them involved in sport.</li> </ul>

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?	60%
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?	52%
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?	0%

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No
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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: 2017/18	Total fund allocated: £ 19,600	Date Updated: 07/11/17		
<b>Key indicator 1:</b> 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: 1.02%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Revamp breakfast club to encourage more pupils to arrive at school on time.	Members of the catering team to work with SLT to order and provide healthier breakfast options.  Members of staff running club to provide more active activities for pupils.  Ensure all pupils can access and take part in activities provided.	£200	<ul style="list-style-type: none"> <li>- Over 40 pupils regularly attend breakfast club.</li> <li>- Pupils are aware that the choices they are making are healthy and good for their bodies.</li> <li>- Members of staff running breakfast club work with nearly all the pupils that attend the club on a regular basis.</li> </ul>	Aim to ensure that this continues next year and a wider range of activities is offered at breakfast club.
Introduce a Walk to School scheme across the school to allow pupils to have an active start to the day.	Identify a scheme to use.  Implement scheme in school.	Free	<ul style="list-style-type: none"> <li>- 75% of pupils are making an active journey to school at least once a week.</li> </ul> <p><b>WIDER IMPACT</b></p> <ul style="list-style-type: none"> <li>- Attitudes to learning have improved - increased concentration in lessons.</li> </ul>	Scheme embedded in school day.

			<ul style="list-style-type: none"> <li>- There is now a 5 year trend of improving attendance, which is now in line with national for all age groups.</li> <li>- Attainment at KS2 has been above national in the vast majority of subjects for three years.</li> </ul>	
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**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:

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School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sporting achievements celebrated in whole school assemblies. This includes achievements within school, outside of school and staff sporting achievements.</p> <p>Notice board in main hall to raise the profile of Health and Wellbeing/PE and Sport for all visitors and parents.</p>	<p>Achievements mentioned and celebrated in assembly (team reports, sharing of certificates).</p> <p>Sporting achievements to be shared on school website and social media.</p> <p>Ensure this is updated throughout the year.</p>		<p>During the school year all pupils will have taken part in a celebration assembly, with parents in attendance to celebrate with their children.</p> <p>The noticeboard is full of photographs celebrating sporting achievements and pupils are checking to see if they have made it onto the board.</p> <p><b>WIDER IMPACT</b></p> <ul style="list-style-type: none"> <li>- Pupils are excited and confident to take part in assemblies and want to</li> </ul>	<p>Continue to celebrate successes throughout school.</p>

			<p>tell others of their achievements.</p> <ul style="list-style-type: none"><li>- This increase in confidence and self-esteem is impacting greatly on classroom work and learning across the school.</li></ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				82.8 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Up skill of TA to ensure that pupils are more confident in basic skills and offered a range of ways to improve skills.	<ul style="list-style-type: none"> <li>- TA to be sent on Level 5 Certificate in Primary School Physical Education specialism.</li> <li>- Make use of expertise across Academy Trust and share good practice.</li> <li>- Join local Healthy Schools network partnership.</li> </ul>	<p>£4,000</p> <p>£245</p>	<ul style="list-style-type: none"> <li>- TA completed course.</li> <li>- A number of children have been recognized for sporting talent when previously gone unnoticed. Evidenced in participation register.</li> </ul>	<ul style="list-style-type: none"> <li>- Allow TA to continue in role and support other staff in school with ideas.</li> <li>- Further professional learning opportunities for staff who request it.</li> </ul>
Employment of specialist sports coach to up skill wider staff.	<ul style="list-style-type: none"> <li>- Appoint specialist coach.</li> <li>- Ensure teachers and/or support staff are in sessions that coach is teaching to observe and team teach.</li> </ul>	£11,400	<ul style="list-style-type: none"> <li>- When interviewed staff as a whole feel more confident in delivering PE sessions.</li> <li>- Pupils have had high quality PE sessions throughout the year.</li> <li>- Pupils have increased skills, knowledge and understanding of PE and sporting skills.</li> <li>- Improved physical literacy</li> </ul>	<ul style="list-style-type: none"> <li>- SLT to discuss sustainability of role within school budget.</li> </ul>
Improved standards of swimming teaching and assessment.	<p>Sign up for AQA School Swim charter.</p> <p>Monitor teaching of swimming.</p>	£60	<ul style="list-style-type: none"> <li>- When asked to teachers feel more confident teaching swimming and understanding pupils next steps.</li> <li>- High percentage of pupils feel confident in the water and can swim using a range of strokes.</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to use AQA as a resource tool to empower staff.</li> <li>- Further professional learning opportunities for staff who request it.</li> <li>- PE subject leader to monitor and provide support as appropriate.</li> </ul>



			<b>WIDER IMPACT</b> <ul style="list-style-type: none"> <li>- Pupil skills, knowledge and understanding of a wide range of sports are greatly increased.</li> <li>- Pupil interviews show that children really enjoy PE and are able to explain the benefits of leading a healthy lifestyle.</li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 10.2 %
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>Continue to offer a variety of sporting opportunities in order to get more pupils involved.</p> <p>Raise the profile of disability sports within the school to ensure pupils on SEND register get equal opportunities.</p>	<ul style="list-style-type: none"> <li>- Continue to work alongside the local leagues and school sport partnership to attend and compete in a range of sports.</li> <li>- Work with external coaching programs to upskill staff.</li> <li>- Pupil interviews to decide range of clubs offered.</li> <li>- Take part in SEND sporting tournaments.</li> <li>- Obtain disability sport equipment.</li> </ul>	<p>£1,000</p> <p>£1,000</p>	<ul style="list-style-type: none"> <li>- New club running extremely well (judo) with a maximum uptake of 20 pupils, some of which have never taken part in extra-curricular clubs before.</li> <li>- Pupils signposted to external clubs after coaching in school is completed.</li> <li>- Boxhall Profiling indicates, without exception, an improvement in social interaction for all vulnerable pupils that are targeted (case studies).</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to make use of free coaching programs offered by local clubs and initiatives.</li> <li>- Continue to build a culture of participating in SEND sports across school.</li> <li>- Target KS1 pupils and investigate what festivals they could</li> </ul>

			<ul style="list-style-type: none"> <li>- Significant increase in confidence and self-esteem in pupils that have been targeted which has impacted on attainment in school.</li> </ul> <p><b>WIDER IMPACT</b></p> <ul style="list-style-type: none"> <li>- Behaviour has improved across the school. There have been no reported incidents of bullying for 2 years, a reduction on previous 2 years.</li> <li>- 98% of pupils say they enjoy PE and want to do more of it.</li> <li>- Parents are very supportive of the range of sporting events their children are able to attend and will often come and support their child at an event.</li> </ul>	attend.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.61 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Engage more girls in competitive sport.	<ul style="list-style-type: none"> <li>- Arrange for Year 5/6 girls football team to have practice without boys.</li> <li>- Ensure that different extra-curricular clubs don't overlap for the same year groups.</li> <li>- 'Friendly' tournaments set up across Academy Trust to introduce the idea of competition in a supportive environment.</li> </ul>	£500	<ul style="list-style-type: none"> <li>- Girls representing the school are being given a chance to show what they can do and are thriving.</li> <li>- Girls football team at the top of the league and are due to play in city finals.</li> <li>- Numbers of pupils representing the school at sporting events continues to increase.</li> </ul>	<ul style="list-style-type: none"> <li>- Designate members of staff to specific clubs.</li> <li>- Arrange for any necessary training for members of staff to attend.</li> </ul>
Introduce a plan to introduce KS1 pupils to competitive sport ready for KS2.	<ul style="list-style-type: none"> <li>- Use KS1 festivals to introduce competition.</li> <li>- Shift focus of PE sessions to have a more competitive edge especially in the summer term for Year 2.</li> </ul>	£600	<ul style="list-style-type: none"> <li>- Year 2 pupils that attended KS1 festival now want to represent the school in the future.</li> <li>- Get a group of Year 3 children to work with Year 2 children towards the end of the year.</li> </ul> <p><b>WIDER IMPACT</b></p> <ul style="list-style-type: none"> <li>- Confidence and self-esteem in girls across school is increasing and is evident in a range of areas</li> </ul>	

			<p>in school.</p> <ul style="list-style-type: none"><li>- Girls are wanting to take part in PE and are enthusiastic about representing the school.</li></ul>	
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