

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

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 Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

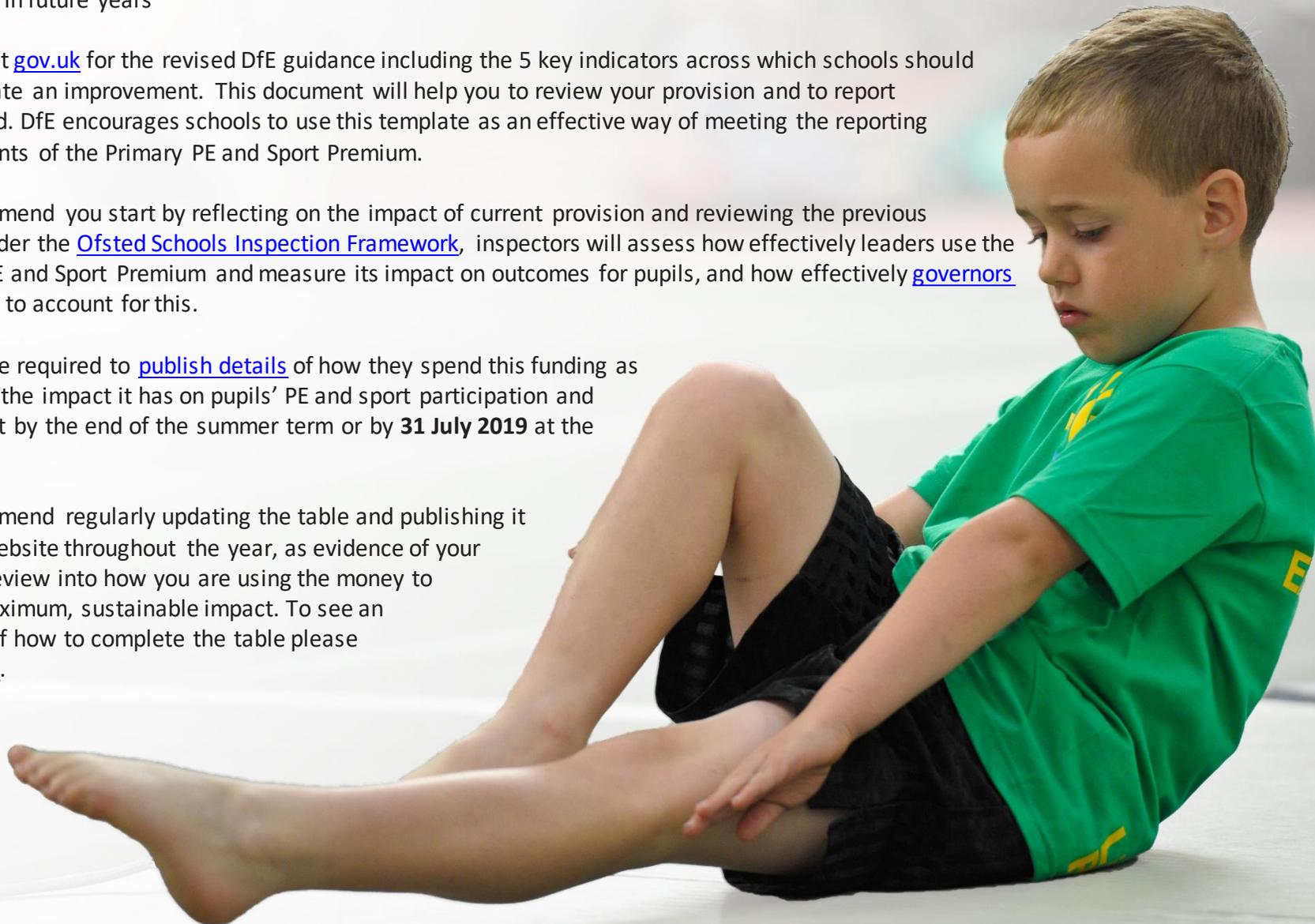
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](http://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"> <li>- Status of PE raised throughout school with staff involvement in CPD for specific areas of need across the PE curriculum.</li> <li>- Consolidated and implemented compulsory daily exercise across the school.</li> <li>- Extended playground leadership roles from KS2 to KS1 and ensured more active lunchtimes.</li> <li>- Lunchtime provision developed through the use of outside providers (Hat Trick) across KS1 and KS2.</li> <li>- Assessment based weekly intervention to enhance and develop skills and confidence of PE for lower achievers.</li> <li>- Promotion of physical activity for girls through football and girls PE club.</li> <li>- Continuation of Swimming lessons across the school (EYFS, KS1 and KS2) to successfully develop confidence and ability in the water.</li> <li>- Began attending city wide competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a culture of sporting excellent across the school.</li> <li>- Raised aspirations in all key stages.</li> <li>- Monitoring of PE teaching to ensure progression and use of PE skills in games.</li> <li>- Ensure daily exercise is carried out across the school in a variety of ways appropriate to the children's needs.</li> <li>- CPD for areas still outstanding (e.g. Dance).</li> <li>- Raised attendance in city wide competitions with the aspiration to be performing well.</li> <li>- Use of personal challenges in the playground to consolidate and extend participation in individual physical activity.</li> </ul>

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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	45%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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?	Yes/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: £17810	Date Updated:		
<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: 18%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continuation of KS2 playground leaders – developing a larger variety of activity and ensuring child-led practice	<ul style="list-style-type: none"> <li>- Children and staff received CPD training from Benfield twice during the year (Autumn term and Spring term).</li> <li>- New KS2 leaders brought in during both time frames to ensure enthusiasm and vigour maintained throughout the year.</li> <li>- Playground leaders rotated on a termly basis to maximise participation in leading and developing social skills.</li> </ul>	Part of the SLA	<ul style="list-style-type: none"> <li>- Lunchtimes are visibly more active, led by children and demonstrate a variety of different games and activities across the week.</li> <li>- Fewer incidences of behavioural problems across the school due to a higher level of engagement and enjoyment of physical activity at lunchtime.</li> </ul>	Training for new Playground Leaders in September. Rotas for regular rotation of leaders to keep enthusiasm and creativity high.
Extended playground leadership roles from KS2 to KS1 and ensured more active lunchtimes.	<ul style="list-style-type: none"> <li>- New leaders from KS1 enrolled to work alongside KS2 leaders already established.</li> </ul>		<ul style="list-style-type: none"> <li>- KS2 leaders working alongside KS1 leaders on KS2 yard.</li> <li>- More KS1 children interested in developing their own leadership roles</li> </ul>	
Provision of physical activity and development of skills in EYFS maintained.	<ul style="list-style-type: none"> <li>- Continuation of balance bikes provision for all of EYFS.</li> <li>- Introduction of weekly Hattrick provision across EYFS to promote physical activity and develop fundamental skills.</li> <li>- Staff attended training courses</li> </ul>	Part of External Provision  Part of CPD	<ul style="list-style-type: none"> <li>- Balance bikes used across EYFS during curriculum time.</li> <li>- Hattrick involved on a weekly basis to develop children's skills and enjoyments of physical</li> </ul>	

Compulsory daily activity across the school consolidated and implemented	inhouse and external EYFS specific. - Whole school daily activity Monday and Friday led by head teacher. Tuesday – Thursday daily activity led by teachers to allow them to target specific needs of their class. - Range of activities have introduced children to a broader range of sports and developed new skills, stamina and coordination.	£3127  Part of resources budget	activity whilst enhancing staff's personal knowledge. - School council fed back initial low uptake of teacher led activity, resulting in daily timetabled activity which has been partially monitored. - Children are fitter and less breathless at the end of activities. - Children are taking ownership of daily activity, both leading and reminding staff.	Ensure daily exercise is carried out across the school in a variety of ways appropriate to the children's needs.  Monitor throughout the year to ensure daily activity continues and progresses.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 33%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Celebration Assemblies	- Achievement Assembly end of term - PE successes mentioned and shared in Achievement Assembly on Fridays.	n/a	- Children bringing in trophies and certificated for sports outside school which are shared in assemblies.	
PE Focus raised with Parents and Children through social media.	- Regular updates on school website, blogs, parent hub and twitter accounts.	n/a	- Increased awareness amongst parents and staff on the wide range of activities and sports offered and participated in, at OLSA.	
Sharing Visual Success in school	- Displays showing photos of children trying new activities , winning matches and participating in P.E. activities.	part of SLA		
Raise standards, confidence and belief in own ability in all areas of P.E.	- Continue to push swimming and the desired achievements for all children but especially KS2. (to be	£1983	- Swimming results demonstrate more children can swim lengths and further both on their front and	- Participation in local swimming events.

<p>To improve playtime and lunchtime provision.</p>	<p>above National Requirements)</p> <ul style="list-style-type: none"> <li>- Attendance Initiatives to promote physical activity – fitbits/bike</li> <li>- Continue and extend Playground Leaders including training more children. (See Key Indicator 1)</li> <li>- New nets and goal posts more balls equipment to extend activities at playtime</li> </ul>	<p>£500</p> <p>£3500</p>	<p>back.</p>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				20%
<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>
To improve knowledge of all staff in delivering P.E. and continue on from areas covered last year.	- Termly CPD on specific PE areas – cricket, fielding and striking and invasion games  - Individual support of teacher for planning a unit of work. (18/12/18)	SLA - £3500	Staff survey and discussion demonstrating a positive focus in P.E. and a higher engagement in confidence when delivering lessons.	Continual CPD for areas not covered so far – e.g. dance and revision of areas which still cause some concern e.g. gymnastics and planning units of work for specific skills. And games.
School Curriculum developed for P.E following a whole school programme ensuring progression in skills and knowledge in staff.	- Staff meetings for planning an overview that meets all needs and skill levels.  - Resources shared with staff to ensure they know what is available and how to use equipment correctly.	N/A	CPD Fundamental basic Skills 2/10/18  CPD for invasion games 5/3/2019	
	- New resources to support fundamental skills.	N/A	CPD for striking and fielding with a cricket focus. 23/4/19	
	- Continued engagement in school games programme.	Part of resources budget  Part of SLA		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				20%
<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>P.E Activities given a higher level of importance and specific areas agreed to enhance children’s performance.</p> <p>Extension of activities delivered on a daily basis to include all children within an age appropriate group. This includes before, after and during school hours.</p> <p>To extend Playground Leader Scheme to KS1 (See Key Indicator 1)</p>	<ul style="list-style-type: none"> <li>- Whole school programme for teaching P.E. – including netball and cricket.</li> <li>- CPD delivered to all staff see previous key indicator.</li> <li>- Lessons observed and monitored.</li> <li>- Whole School P.E. week involving inter-house, inter-key stage and phases games.</li> <li>-Use of Bowling Green for P.E., extra-curricular activities and sports day.</li> <li>- Taster sessions delivered for new activities to encourage participation.</li> <li>- Extra Curricular Providers – Football, Netball, Go Noodle, Aspire, Forest School, Running Club, Judo</li> <li>- New opportunities for experiencing activities that are difficult to experience in school e.g. trampolining, cycling out-door activities, Zumba,</li> <li>- Use first lunch periods for extra activities using top yard.</li> </ul>	<p>Part of SLA</p> <p>£1000</p> <p>Extra Curricular – £2580</p>	<ul style="list-style-type: none"> <li>- A heightened emphasis on PE including the events occurring in the outside world e.g. Women’s football world cup, cricket world cup.</li> <li>- New resources and training to strengthen the confidence of teachers delivering new areas of P.E</li> <li>- Whole school actively involved in an aspect of PE each day during P.E. week. A continuation of the daily ten-minute exercise and extension using other programs apart from Wake Up Shake Up including running and walking around the school grounds.</li> <li>- Enthusiasm and eagerness of children participating in lunchtime activities from both outside providers and playground leaders.</li> <li>- Aspire open to younger children as well. Juicy Kids, SALAD, Hattrick at lunch time. Forest Warriors extended to older</li> </ul>	
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	KS1 children encouraged to participate in playground leader training. KS2 to extend activities to Little Yard.		children.	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
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<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>
Further Opportunities for children of all ages to participate in competitions.	- CPD for skipping, cricket, basketball etc to allow competitions to be entered.  - External providers Zumba, Skipping festival, Hat trick (WAGS and EYFS), Hoops for Health	External Providers - £1620	Dance Festival, Skipping Festival, Years 2, and 4. Multi-skills Festivals – Y1,3, 4 6 Sports Day –EYFS and KS1/2, Catholic Games School Competitions – Football and Girls Football School Games mark	Participation in festivals for other sports e.g. cricket, netball and basketball.