

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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 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"> • The percentage of KS2 children taking part in sporting clubs during 2017/18. 86% of children took part in sporting clubs. • The provision for outdoor and active learning in Foundation 2. All children now engage in balance bikeability and regular climbing on the castle. • The purchase of extra PE resources have enabled PE lessons to be pacey and for attainment outcomes in PE to be in line with core subjects at expected and greater depth. • The children competed in 18 sporting events during 2017/18. • The children took part in 8 finals events which they qualified from by winning the events above. 	<ul style="list-style-type: none"> • To enhance further opportunities for active playtimes. Currently, after building works, there are no playground markings and outside storage facilities. • To enhance the amount of sporting clubs for KS1 as there were no sporting clubs for KS1 in 2016/17 and two in 2017/18. • To further develop the resourcing of PE lessons so that there continues to be no less than a half class set of resources for each activity.

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.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30%

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/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: £18,580		Date Updated: 19.11.18	
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: £11,357.08 61%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
1. Children gain fitness through regular daily mile or 1K a day activities.	<ul style="list-style-type: none"> All classes take part in this activity at least three times per week. Consider other activities during the winter months. Take part in wider events to continue momentum in this area. 	£0	<ul style="list-style-type: none"> All children from Y1 to Y6 do the daily mile or a similar activity at least three times per week. 02.07.19 the school had a daily mile day for all children and family members. 	Enhance access to PE equipment through the role of the sports council.	
2. To provide a range active learning activities during the school day.	<ul style="list-style-type: none"> Provide a wider range of active learning opportunities in KS1, led by the KS1 leader. Embed those activities started in KS2 last year. 	£500 Interactive whiteboard in the hall	<ul style="list-style-type: none"> In assessment point lesson observations, active learning was present in all KS1 and KS2 classrooms. 	Generate different set ups for the KS1 and KS2 playground organised by the sports council.	
3. Provide an environment outside which encourages regular physical activity.	<ul style="list-style-type: none"> Re-tarmac an area of the playground which is uneven and therefore creates a larger space for physical activity. Discuss the line designs with 	£7,394 £2,000 playground markings	<ul style="list-style-type: none"> KS1 and KS2 enjoy active playtimes and dinner times. As a result, of the line markings, there are a range activities the children can in engage in 		

	<p>the school council.</p> <ul style="list-style-type: none"> • Complete court designs with the building company. • Further design markings complete. • Sport's council used marked areas as part of their playground activity plan. • Purchase durable storage for outside play equipment and outdoor PE equipment. 	£1,462 storage	<p>every day.</p> <ul style="list-style-type: none"> • Sports Council organise play equipment for KS1 and KS2 each day. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. To use sporting activities to promote engagement in learning.</p> <p>2. To use sporting activities to promote pupil well-being and self-esteem.</p>	<ul style="list-style-type: none"> • To monitor that each class is fulfilling at least three times per week daily mile. • Dojo review of pupil engagement in learning. • Annual review of pupil well-being. 	<p>£0</p> <p>£0</p> <p>£0</p>	<ul style="list-style-type: none"> • Each class take part in the daily mile or a similar activity at least three times per week. • All pupils in KS2 have Dojos which are above 95% positive. • The climate for learning was positive in all assessment point learning observations. • 83% of pupils are always happy in school. • 88% of children enjoy playtimes. 	<p>Carry out pupil voice around daily mile to embed for next year.</p> <p>Carry out pupil, voice with those children who don't always enjoyment playtime to find out what we could do differently.</p>

			<ul style="list-style-type: none">• 85% of children enjoy the daily mile.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£7223 39%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. To improve the planning, teaching and assessment of PE lessons in school. 2. To audit resources, maintain large equipment and purchase new resources. 	<ul style="list-style-type: none"> • Develop the role of teachers in PE specialist lessons, moving from observation to team teaching. • Teachers work with the PE specialist to assess learning at the end of each unit of work. • To order resources so that staff have the equipment to teach active PE lessons. 	<p>£6000 PE Specialist</p> <p>£224 bench service</p> <p>£1000 outdoor PE resources</p>	<ul style="list-style-type: none"> • 96% of pupils from Y1 to Y6 are working at expected or better. • 20% of pupils from Y1 to Y6 are working at greater depth. • There is range of resources available and stored appropriately. 	Consider progression in PE and assessment of children working at the higher level through a new PE scheme [Val Sabin].
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. To increase KS1 children's involvement in school sporting clubs. <ol style="list-style-type: none"> a. 50% of KS1 children part in a school sporting club. b. 90% of KS2 children take part in a school sporting club. c. The participation of disadvantaged children is in line with all children. 	<ul style="list-style-type: none"> • Regular pupil voice around sporting clubs. • Continue popular clubs from last year. • Termly data collection of participation and targeted clubs linked to children who are not participating. 	£0	<ul style="list-style-type: none"> • 57% of KS1 children participated in school sporting clubs. • 81% of KS2 children took part in a school sporting club. • 81% of KS2 disadvantaged children took part in a school sporting club. 	Consider the involvement of those children who didn't take part through pupil voice.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase participation in competitive school sports.</p> <ol style="list-style-type: none"> 50% of children in KS2 compete in competitive sport on more than one occasion. The school qualifies for more finals than the previous year. 	<ul style="list-style-type: none"> Ensure a range of children in each class get the chance to represent the school. Ensure children are coached for events they take part in. Ensure the school competes in wide range of sporting activities to encourage more children to be involved. Ensure children who exhibit excellence have a chance to showcase this at a Rotherham level. 	£0	<ul style="list-style-type: none"> 57% of children in KS2 took part in competitive sport on more than one occasion. The children reached 7 finals this year but reached 8 finals last year. However, one of the finals was at South Yorkshire Level. 	Consider how clubs enable children to practise for events by planning clubs around the sports calendar.