



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:

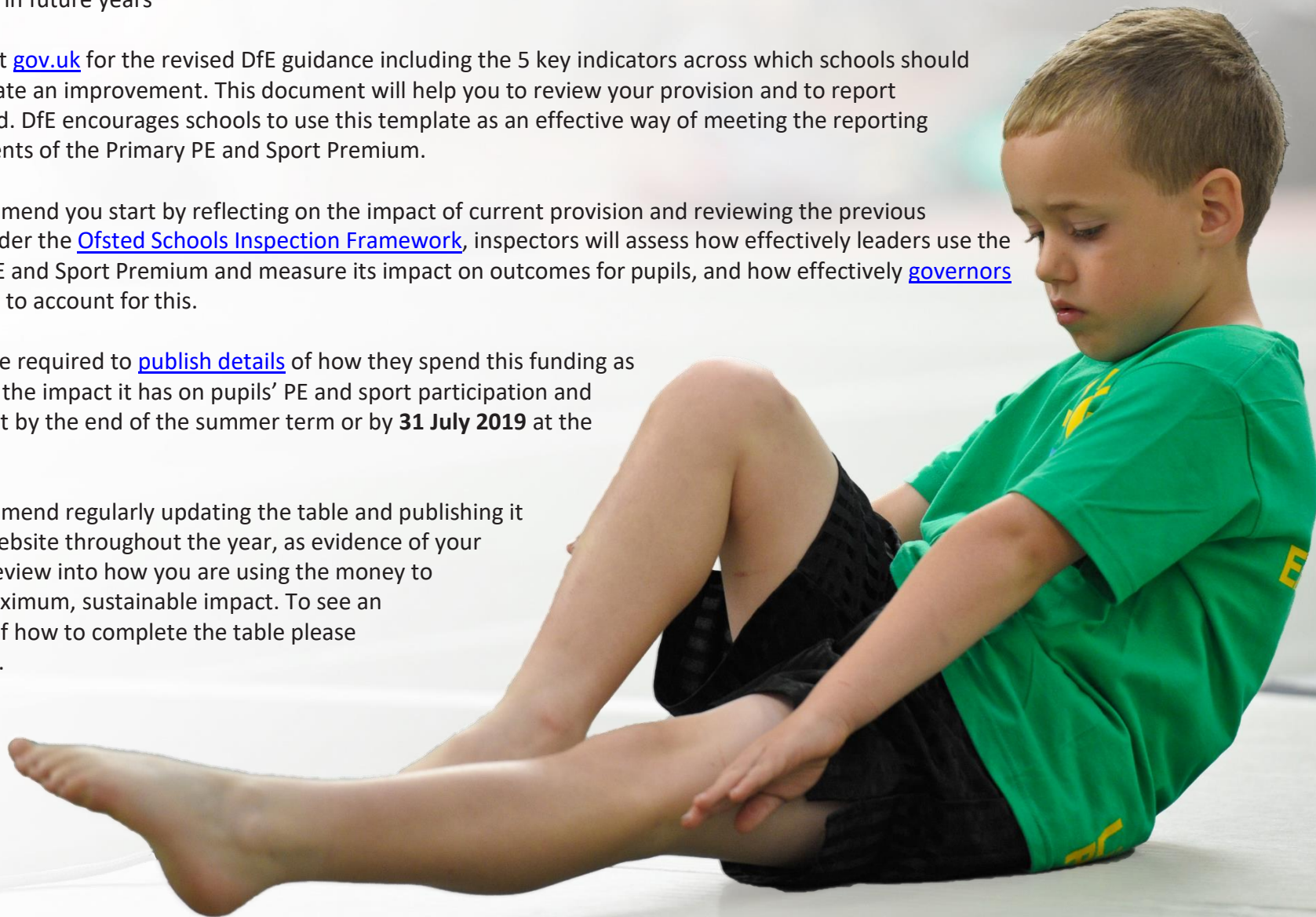
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](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 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"> • Access to a wide range of festivals to engage less active students across both key stages. • Utilising the SSP CPD offer to ensure all staff access at least one CPD course. • Improved confidence and confidence of 75% of teaching staff in delivering high quality Gymnastics lessons through staff inset support • Identifying Gifted and Talented students who have attended a wide range of camps. 	<ul style="list-style-type: none"> • Using Staff Inset sessions to improve the confidence of staff in teaching Dance. • Following up on whole school Active interventions such as Active Literacy and Active Numeracy • Accessing further team teaching support to increase the competency of our 3 least confident teaching staff • Running Fit4Action sessions for all classes to provide a wider and deeper understanding of the need for active lives.

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> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	78% insert school figures from survey
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	As above
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	As above
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 – we contribute through our SSP Basic Membership (see attached) to a partnership wide

	Top Up Swimming programme.
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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: 2018/19		Total fund allocated: £18,600	Date Updated: 25.6.2019	
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: 43 %
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached)</p> <p>To impact on all students in Key Stage 1 and 2.</p> <p>Please note some aspects are deliberately targeted at least active children.</p>	<ol style="list-style-type: none"> 1. Select a group of children to attend 3 x Active Kids festivals to engage the least active students in the school in personal challenges and to develop a love of being active. 2. Select and book appropriate staff to attend Active Literacy and Maths of the Day as part of the SSP CPD offer. 3. Staff to attend 'Healthy Movers' CPD and utilize the resources to engage our youngest students and families in being more regularly active. 4. Access support with the completion of the Active School Planner Heat Map through the website by attending the SSP annual conference and follow up meeting in May 2018. 	<p>Points 1-4 are all funded through SSP Basic membership.</p> <p>Points 5 – 6 are paid for additionally. £750</p> <p>Point 7 £4750</p> <p>Point 8 £1500</p> <p>Point 9 £600</p>	<ol style="list-style-type: none"> 1. Register and profile of selected students. Comparative data of baseline activity and track progress. 2. Audit of cross curricular activity pre and post training. Staff records of attendance. Measure use of resources and approach. 3. Audit of school EY offer and action plan. Staff records of attendance. Tracking of active minutes per day. 4. Completion of Heat Map and Action Plan. Attendance at SSP support meetings. 	<ol style="list-style-type: none"> 1. Use the Personal Challenges to chart activity between festivals. If successful widen the project to a greater number of children. 2. Staff to provide in house training for other teaching and support staff. Purchase resources to retain in school. 3. Staff CPD and resources specific to the setting. 4. Use of recommendations and findings from the site to inform future plans and interventions.

	<ol style="list-style-type: none"> Funding of two after school fitness clubs to raise general fitness of children around school. Additional clubs three times a week at lunchtimes to continue target specific children who do not have high levels of participation. Sports apprentice employed to impact across all areas of sport and physical activity at school and support with the implementation in all five key indicators. Subsidised swimming lessons for all pupils for one term. Equipment tested and maintained in line with government guidelines. 		<ol style="list-style-type: none"> Children's attendance is monitored and checked to ensure high number of children are participating. Are children attending these clubs. Is this a range of children and are the clubs always active in nature. Regular reviews with support from the education provider to set targets and review performance. Increased numbers swimming and reaching 25m goal. To continue to allow children access to high quality sport equipment. 	<ol style="list-style-type: none"> Revisit planning and days for those clubs to increase participation. Review children's views of these clubs and activities through pupil perception. Review impact through club engagement and sporting outcomes of children. Attendance registers Equipment upgraded and looked after to prevent extra future cost.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) To impact on all students and staff in Key Stage 1 and 2.	<ol style="list-style-type: none"> Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behavior at lunchtimes. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff 	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes. Attendance of staff at sessions, engagement, surveys of engagement. 	<ol style="list-style-type: none"> Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs. Survey pre and post staff on confidence and profile of PE. Observation of

	<p>needs to raise the profile of PE across all staff.</p> <ol style="list-style-type: none"> Attendance at PE Lead meetings and share outcomes across whole school. A structured plan of staff across the whole school to attend and access CPD opportunities. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life. 		<p>Tracking systems of use of new skills.</p> <ol style="list-style-type: none"> Registers and staff attendance. Annual tracking of staff attending CPD mapped against whole school priorities e.g. Literacy Coordinator attending Active Literacy course. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants An annual plan of involvement in festivals, e.g. LSA to lead preparation of Dance Festival. Aim to engage and raise profile across all staff. 	<p>quality of delivery and links to whole school priority improvements. Eg. greater engagement of girls in PE lessons following Dance Staff Inset.</p> <ol style="list-style-type: none"> Regular PE feedback slot at staff meetings to share knowledge. Sharing across all staff and informing schemes of work across a range of subjects. Follow up activities to projects by in – house staff and records of future engagement. Develop an ethos of shared responsibility across PE, SS and PA.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p>	<ol style="list-style-type: none"> 1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff. 2. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. 3. Attendance at SSP PE Lead meetings to gain knowledge to share. 4. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons. 5. Wider use of SSP 	<p>Points 1-5 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p> <p>Point 6 £1425</p>	<ol style="list-style-type: none"> 1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery. 2. Staff records of project involvement. Staff records on follow up activities. Future interventions. 3. Records of meetings, notes and handouts. 4. Making use of the SSP resource bank to support schemes of work and lesson planning. 	<ol style="list-style-type: none"> 1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations. 2. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school. 3. PE Lead has the opportunity to share within whole staff meetings. 4. Central whole school base for resources accessible to all in school. 5. Allowing staff time to

	<p>infrastructure to network and share ideas.</p> <p>6. Employ dance teacher for one afternoon a week to ensure all year groups get high quality dance teaching and Professional Development for teachers.</p>		<p>5. Attend and utilize SSP networking opportunities and sharing of ideas between schools.</p> <p>6. All pupils participate and have the chance to perform. Staff to fill out survey to continue to share outcomes.</p>	<p>attend events and then share findings.</p> <p>6. Pupils to build on dance knowledge and perhaps have a dance show for children to show the dances they have learnt.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements: SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2</p>	<ol style="list-style-type: none"> Access to broad range of Festivals, competitions and leagues. Preparing children. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading 	<p>Points 1-8 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p> <p>Point 9 cost: £3500</p>	<ol style="list-style-type: none"> Records of events entered, records of children and participation levels and percentages across school. Records of events and students selected – track pre and post levels of activity Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime. Entry details in these events. Profile and details of students attending. 	<ol style="list-style-type: none"> A plan to ensure all students have termly opportunities to prepare, attend and represent school. Tracking of students attendance and engagement in broader extra- curricular sport post event. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities. A school plan to allocate different opportunities to different year groups and target groups of children.

	<p>Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities.</p> <ol style="list-style-type: none"> Engage with Active Kids Festivals Use of SSP Community club scheme to offer a wider range of extra curricular clubs. Select students to attend the SSP Annual Leadership Conference for Year 2 and 5 to help young people in our school be at the forefront of developing a broader offer. Ensure students from our school access the range of Gifted and Talented holiday camps – different students access different sports and activities. A range of new sporting equipment purchased to expose children to a wider range of physical activities, sports and games. 		<ol style="list-style-type: none"> As above Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs. Dates and student records of conference. Links to whole school priorities Keep a record of letters, invited students and those who attended. New equipment is being used regularly in PE lessons and at clubs during playtimes, lunchtimes and after school. 	<ol style="list-style-type: none"> Tracking of engagement in broader clubs and extra-curricular opportunities Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a range of clubs. Leaders to act as Ambassadors in school to advocate a greater engagement from their peers. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process. Pupil perception to find out how well these new resources were received and to gain ideas for different sports children will enjoy.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2	<ol style="list-style-type: none"> 1. Involvement of a wide range of students in a broad offer of competitions 2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities. 3. Entry into Dance Festival 4. Development of intra (in school) competitive opportunities. 5. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond. 	<p>Points 1-5 are all funded through SSP Basic membership</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> 1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website. 2. Records of fixtures, training and participants. 3. List of students and programme from the event. 4. Annual plan of intra competition to act as trials for inter competition. 5. Records of students who attend, SSP links to local clubs. 	<ol style="list-style-type: none"> 1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis. 2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit. 3. In school performance to engage and inspire future students. 4. Build intra competition into whole school diary 5. Celebrate the success of these students.