



# 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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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

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Through the continued development of staff CPD</p> <ul style="list-style-type: none"> <li>· High quality curriculum delivery</li> <li>· A wide range of extra-curricular activities</li> <li>· A workable system where play time is more structured with a variety of children accessing provision.</li> <li>· Enthusiasm and a love of sport across the school</li> <li>· An increase in competition attendance</li> </ul> <p>Even though this year we are still without a sports coach staff have up skilled themselves and are developing effective, high quality, lessons. P.E lessons were delivered to all years and although due to staffing and timetabling in a small school we have been able to attend and increasing amount of competitions. This year we introduced new sports like cheerleading and acro dance ultimate Frisbee within the school to peak the interest of a wider range of children.</p>	<p>This year more focus to be put on to curriculum PE which will still include staff CPD but with more emphasis regarding the assessment of core tasks and the delivery of the PE curriculum.</p> <p>Over vision this year is to increase participation within intra school competitions, we have already held and table tennis, acro dance, dodgeball and hula hoop competition.</p> <p>Our sports premium allocation for PE hours delivery will be done only out of school hours not effecting our PE curriculum which focuses more on transferrable skills rather than a particular sport.</p> <p>Additional opportunities like martial arts and Fencing will also be used to enhance this.</p>

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

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

<b>Academic Year:</b> 2019/20	<b>Total fund allocated:</b> £	<b>Date Updated:</b>		
<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: %
Intention	Implementation		Impact	
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To achieve a higher percentage of children accessing the MUGA for organised active games and sports than last year (30% yr1-4, 16% F/5-6) . at dinner times and at playtimes. To include all children achieving their 30 minutes or regular exercise.	<p>To devise a timetable which enables more children to access the MUGA at play times in organised games/activities.HT to be out at every playtime and is there solely for the MUGA games /activities.</p> <p>To introduce more intra sports and use this to motivate children to practise at allocated times for example- Hula hoop competition- two weeks to practise, hoops out and monitored by HT/JR</p> <p>Personal best assemblies and challenges to be displayed on the sports board and changed termly.</p> <p>Go noodle to be a timetabled part of the day am and pm.</p>			

	To increase Healthy Hapton Participation by 20% by offering more incentive ( badges and silver award prizes as well as gold and platinum) .	£300		
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<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: %
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Intention	Implementation	Impact		
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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:
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To use both curriculum PE and all school sports as an opportunity to teach character and values impacting behaviour and adding to the whole school ethos.	<p>To achieve gold in the school sports mark by using more school leaders, PE/sports reported in newsletter bi weekly.</p> <p>Time table 2 hours of PE for KS2 children (swimming changes impacts this from last year)</p> <p>To continue to embed an active ethos in school by pushing the 30 minutes of organised exercise per day, teacher to support the children to be active at various points of the day- (Class healthy Hapton)</p> <p>Teachers to award children with the school sports values within PE lessons. Link with dojo behaviour system.</p>			
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	<p>To hold friendly intra school competitions at dinner times and play times that encourage participation from a variety of children by including a variety of different sports including individual events.</p> <p>HT/JR and the sport ambassadors to oversee the sports board to include the results of the intra, personal best and inter competitions.</p> <p>Teachers to teach character values as part of their PE lessons- these are all planned into the lesson and can be accessed via the PE passport App.</p> <p>PE assessment of core tasks within lessons to be a priority, in order for next steps of learning to be valuable. Evidence of core tasks to provide a clear picture of attainment within lessons and teacher subject knowledge of these skills.</p>	<p>Ipads x6 £2040 Cases £120 Apple TV £150</p> <p>Lancashire PE offer £400</p> <p>SSP Funded</p>	<p>C.Heap to deliver training to teachers and other appropriate members of staff to give CPD on core tasks and what they look like.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			%	
Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop a progressive curriculum that teaching staff feel confident to deliver. Refresh PE skills/knowledge of teachers due to a different structure within school.	<p>HT to attend courses offered by the School Sports Partnership.</p> <p>TH to receive gymnastics CPD within school from the BEST centre.</p> <p>DG- to work with C.Heap to enhance her CPD regarding assessing FMS.</p> <p>JR to attend training regarding deep dives within PE- discuss with SLT how this impacts our school.</p> <p>All staff to attend core task and assessment training delivered by C.Heap</p> <p>All staff to attend the Primary Dance UK training delivered by JR – with important info on how to use this to give the children opportunities to be creative.</p> <p>SS- to attend a mental health training course (three children will also attend).</p> <p>Team teaching to help with CPD TH ,KR,KS</p>	Primary dance renewal- £800		



	PE lead to monitor lessons and use of the app  To maintain and replenish resources to ensure maximum impact on development and progression.	Wage implications for JR  £1000		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:  %
<b>Intention</b>	<b>Implementation</b>		<b>Impact</b>	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Enrich the curriculum with a wider choice of sports that are not generally offered at school.	To buy in some outside agencies to provide opportunities to experience a variety of sports like martial arts, archery, ultimate Frisbee and dance.  To offer more afterschool club opportunities . Use SSP hours for afterschool sports rather than curriculum time as this had no impact on CPD or skill development.	£750 Zulu nation  Ultimate Frisbee £200  Martial arts – enzo -£600 Jujitsu- £840  Wage allocation for HT		
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:

			%	
Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>Key Indicator 6:</b> Improved collaboration and growth of local networks including local partners and external agencies				Percentage of total allocation
				%
Intention	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Buy into local SSP to ensure continuity and growth of local infrastructure. Universal offer for pupils and support package.	This provides: Over 120 inter competitions and festivals. SSCO'S support from a specialist PE teacher who will work alongside and support the school. CPD courses Play leader, young ambassador and C4L champion training. Gifted and talented provision. School Sports Coaching Programme 35hrs Cycling Training Programmes Network support for PE leads and Head Teachers. YsT membership with a link to a national network.	£4470		

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