



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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 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: Key Priorities
<p>Through the continued employment of a sports coach</p> <ul style="list-style-type: none"> • High quality curriculum delivery • A wide range of extra curricular activities • Lunch time structures sports games • A increasingly popular change 4 life group • Enthusiasm and a love of sport across the school • An increase in competition attendance <p>Over last year P.E and school sports in Hapton has been effective, high quality 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.</p> <p>We enhanced our swimming curriculum with private lessons for 6 children all of which became more confident in the water. 4 of those children became swimmers.</p> <p>This year we introduced new sports like archery and table tennis within school that has intrigued some of our less active children.</p>	<p>For this next year our main priority will be maintaining</p> <ul style="list-style-type: none"> • Increase the number of children participating in structured activities at play times and dinner times, implementing a timetable and a member of staff to monitor to include all children achieving their 30 minutes of regular additional exercise. • To achieve the next appropriate level in the school games mark and motivate and inform the children and parents of our progress. • To refresh all teaching staff skills (due to staffing changes) class teaches will have more responsibility teaching curriculum and extra-curricular sports. • Enrich the curriculum with a wider choice of sports that are not generally offered at school. • Increase the amount of level one competitions to include personal best opportunities to be run by young leaders and to increase level two participation throughout KS2. • Buy into local SSP to ensure continuity and growth of local infrastructure. Universal offer for pupils and support package.

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?	81 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	6%
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?	No

*Schools may wish to provide this information in April, just before the publication deadline.

Action Plan and Budget Tracking

Capture your intended annual spend against the below 6 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: £17,000 Actual spend: 17,019	Date Updated: 16.7.19		
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: 16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increase the number of children participating in structured activities at play times and dinner times, implementing a timetable and a member of staff to monitor. To include all children achieving their 30 minutes of regular additional exercise. 	<p>To appoint a member of staff who will actively set up and monitor organized playtime sports in the MUGA. Impacting all children.</p> <p>Play leaders to implement personal best challenges at play times and lunch times.</p> <p>Go noodle clearly timetabled in planning.</p>	<p>£400 resources</p> <p>Appointing extra responsibilities to a TA £ 1710</p> <p>extra day ½ day pay x2 £234</p>	<p>SS employed and taken on the responsibility of organising sports games, football, dodge ball, netball, basketball.</p> <p>1ST Session – 30% years 1-4 2nd Session – 16% years F and 5/6</p> <p>Classes are recording Go noodle activities on Healthy Hapton sheets starting from bronze to Gold, Children in 3 classes are imputing minutes active in order to achieve awards.</p> <p>CL.1 255 minutes spr2-sum2 Cl.2 -505 minutes spr2-sum1 Cl.3 - 152 mins Spr2-Sum1 Class 4 -0 mins Extra Sports afternoon given as prize</p>	<p>This will continue next year however an increase in percentage for each session is required. The MUGA is small so cannot accommodate more children however rotating children over the week may increase %</p> <p>Next steps will be to increase minutes by 50% for each class for a term . Cl1 – 600mins Cl 2- 1000mins Cl3- 300mins Cl 4- 200mins</p>

	To increase Healthy Hapton participation by 20% by involving more adults and adding school activities. Increase the amount of platinum achievers.	£200 prizes £30 activity x4 (£120)	Impact isn't clear yet as the scheme runs from September – July. Participation rates so far (up to sum1) for each level is at a slight decrease compared to last years end of year results. Platinum achievers last year totaled 10 so far this year we have 1 with another 8 or nine currently working on it. (Comparison results due in July)	Continue to drive it through school, offer a different incentive for the silver mark possibly even something for bronze too.
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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:
Within other %

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To achieve the next appropriate level in the school games mark and motivate and inform the children and parents of our progress. 	<p>To embed an active ethos in school by pushing the 30 mins of organized exercise per day, teachers to be on board, inspiring their children to be active at various points in the day –</p> <p>To hold competitions in school at dinner times that include a variety of sports. Children and Dinner time manger to oversee the sports board that will include personal best activities, play leader games and competition results.</p>	<p>JR Extra ½ day x2 £ as above most active class prizes. (Sports afternoon)</p> <p>Wage contribution for manager and Learning mentor to co-ordinate yard activities £As above</p>	<p>Classes are recording Go noodle activities on Healthy Hapton sheets starting from bronze to Gold, Children in 3 classes are imputing minutes active in order to achieve awards. CL.1 255 minutes spr2-sum2 Cl.2 -505 minutes spr2-sum1 Cl.3 - 152 mins Spr2-Sum1 Class 4 -0 mins Extra Sports afternoon given as prizes.</p> <p>SS/TH employed and taken on the responsibility of organizing sports games, football, dodge ball, netball, basketball. 1ST Session – 30% years 1-4 2nd Session – 16% years F and 5/6 Competitions and score are kept on an informal basis.</p>	<p>Using the learning Mentor for this isn't very sustainable employment of Sports Mentor to dive competition, manage play leaders and personal best challenges throughout school would be a next step.</p> <p>Target ks2 girls to encourage</p>

			Play leaders are effective at dinner time but not at playtimes. More emphasis on personal best challenges.	self motivation, team work and confidence.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To refresh all teaching staff skills (due to staffing changes) class teaches will have more responsibility teaching curriculum and extra-curricular sports. 	To team teach P.E to KR/PB to ensure quality P.E sessions are being delivered and to up skill our new staff.	JR Extra days x4 £936	Opportunities to share good practice and up skill teachers who haven't taught PE in a few years due to having a Sports Mentor.	Continue to share good practice , PE co-ordinator to observe lessons and monitor standards. Team teach in the classes who are new to year groups- class 2 and 4.
	PE Co-ordinator to attend the Lancashire KS1 course and update the scheme of work.	£ 175	Course was attended and fed back to the relevant staff. Scheme of work is now updated and resources are being used to deliver effective PE lessons.	New staff to KS1 to be clear on the curriculum and assessment, Chris Heap (SScO) to offer guidance.
	To Buy in to the Lancashire PE membership scheme to enhance the PE curriculum with training and updated curriculum resources and video assessment criteria.	Level 2 Buy in for 1 form entry new school £475	This has been applied for but membership hasn't begun yet.	
	HT to teach high quality PE for KS2 class.	HT Wage implications £1460	Children are far more active as increasing class sizes restricts PE. Since the Sports Mentor left PE in this class hasn't been high quality or effective. HT teaching the class over the afternoon has improved quality and participations	
	Andy Webb to deliver quality movement lessons in foundation class and to deliver CPD to LS	£100 for 4 weeks	The impact for of these sessions was more the enjoyment and engagement of the children, LS felt that for her CPD it didn't add to her own skills. (Has had this now	To buy in Andy Webb next year but to offer it to DG who will be new in the year group and wants to build up confidence in PE.

	<p>Chris Heap to support class teachers with assessment and PE curriculum delivery.</p> <p>Staff to receive CPD through the sports coaches bought in by the sports partnership.</p> <p>To maintain and replenish resources to have maximum impact on development and progression.</p>	<p>Sports partnership buy in</p> <p>Sports partnership fee</p> <p>£1000</p>	<p>for two previous years)</p> <p>Sports coaches that we have received have delivered sessions alongside class teachers.</p> <p>Coaching received: dance, tennis, rugby, cricket, rounders, handball and multi skills.</p>	<p>Continue to use these coaches from the partnership buy in offer.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p> <p>34%</p>
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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:</p> <ul style="list-style-type: none"> Enrich the curriculum with a wider choice of sports that are not generally offered at school. 	<p>To use some outside agencies to inspire and motivate children in a wider choice of sports like martial arts, basketball, dance and Fencing.</p> <p>To encourage active progression within specified sports; gymnastics, football.</p> <p>To adapt and change our yard in</p>	<p>£500 for 10 weeks</p> <p>£261</p>	<p>Allocated for September – Autumn 1 Tuesday and Friday for KS2</p> <p>Children showing interest in club gymnastics guided and inspired through the British gymnastics championship competition.</p> <p>Out of the 6 taken one y1 child has progressed through levels and is now competing in local comps.</p> <p>Foundation stage use this area for</p>	<p>A sports Mentor would be able to enhance this further</p>

	<p>order for it to be used in variety of ways to support P.E. and school sports.</p> <p>To use dinner times more efficiently ensuring a wider range of organized sports are provided. (tag rugby, dance, hockey, basketball.</p> <p>Sports Mentor to deliver varied sports at diner times and in after school clubs.</p> <p>To offer more afterschool club opportunities in response to staffing changes.</p>	<p>£2000</p> <p>Appoint dinner time manager (see above)</p> <p>JB Wage Contribution £2248 2 months</p> <p>HT Wage 1x hour a week £730</p>	<p>competitive games 3 days out of 5 and as stated above is used for informal level one competitions every dinner time and play time on a class rota basis. Ensuring variation of children.</p> <p>As above</p> <p>Sports Mentor was timetabling and delivering a wide range of activities timetabled for each class during dinner times ensuring participation to over 50% of each class. (Left at the end of October)</p> <p>In response to the above job change, in order to still offer quality and varied opportunities afterschool – running club , netball and rounders etc..</p> <p>Attendance in at 15-20 children weekly</p>	<p>managing participation rates, creating leagues and varying activities even further.</p> <p>As above</p> <p>A sports mentor will offer an even broader afterschool curriculum or we will also buy in more outside agencies to deliver.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: Within other %</p>
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increase the amount of level one competition to include personal best opportunities to be run by young leaders and to increase level two participation throughout KS2. 	<p>Play leaders to take a more active role on the yard, managed by a TA who will monitor and over see that organized games are offered to all children.</p>	<p>Extra hours for TA £ As above</p>	<p>Chris heap delivered young leader training and we currently have 10 play leaders from years 3-5, the impact of this is quite minimal. At its best only 4 or 5 children will access the organized games.</p>	<p>This needs re- energizing in some way, if a learning mentor is appointed they could oversee and adapt as the learning mentor is not always able to drive this a monitor this due to other job commitments.</p>

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Key indicator 6: Improved collaboration and growth of local networks including local partners and external agencies

Percentage of total allocation:

26%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
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<ul style="list-style-type: none"> Buy into local SSP to ensure continuity and growth of local infrastructure. Universal offer for pupils and support package. 	<p>This Provides:</p> <ul style="list-style-type: none"> -Over 120 inter competitions and festivals. -SSCO 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		<p>In KS2 only 8% of children have not accessed something that the SSP has had an input in.</p> <p>In foundation yr 1 – all children developed confidence on balance bikes and were encouraged to continue.</p> <p>Chris heap ans trained up and developed the play leaders along side SS to increase HQ games in unstructured times.</p> <p>Staff have had some CPD whist sports coaches have come a delivered sessions based upon specific sports.</p> <p>Invaluable support and advice given by partnership team to encourage and support PE and school sports</p>
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Created by:  association for Physical Education  YOUTH SPORT TRUST

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