



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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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 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](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. 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:
<ul style="list-style-type: none"> <li>PE-specific staff meetings to increase the confidence of staff in delivering PE</li> <li>Achieved Silver Schools Games Mark</li> <li>Increased participation in competitive sport</li> <li>More opportunity for SEND children to take part in sport</li> </ul>	<ul style="list-style-type: none"> <li>Increase the confidence of all staff, including TAs and lunchtime staff</li> <li>Improve the quality of the equipment</li> <li>Increase the daily activity of children by looking into schemes such as Active Maths and Active Literacy</li> <li>More monitoring of lessons</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	84%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	84%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	100%
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?	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.

<b>Academic Year:</b> 2017/18		<b>Total fund allocated:</b> £18,470		<b>Date Updated:</b> 22/3/18	
<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: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> <li>Training of lunchtime play leaders and one midday supervisor</li> </ul>	<ul style="list-style-type: none"> <li>20 Year 6 children were trained by CWSSP to be play leaders and run a variety of different sessions at lunch times</li> </ul>	£250	<ul style="list-style-type: none"> <li>Increased levels of activity at playtimes and lunchtimes</li> <li>Less behaviour issues</li> <li>Developed social and moral skills</li> </ul>	<ul style="list-style-type: none"> <li>To continue the programme with the following Year 6s. They can start to train up Year 5 in the summer term to take over</li> <li>To train all midday supervisors to lead games</li> </ul>	
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> <li>Profile of PE and sport is being raised to encourage all pupils to take part in school sport and raise awareness of the importance of being active</li> </ul>	<ul style="list-style-type: none"> <li>Develop a PE action plan</li> </ul>		<ul style="list-style-type: none"> <li>PE display in the school hall</li> <li>Celebration assemblies and newsletters used to celebrate achievement</li> <li>Scheduled whole staff training</li> <li>Named Governor for PE</li> </ul>	<ul style="list-style-type: none"> <li>PE to be included on the whole school improvement plan</li> <li>More monitoring of lessons</li> <li>Investigate the cost of having spare PE kits so that children always have the correct thing to wear and take pride in lessons</li> <li>Look into cost of programmes such as Active Maths and Active Literacy</li> </ul>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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"> <li>Use of coaches in PE lessons, using the "buddy system"</li> <li>Staff meetings.</li> <li>Scheme of work</li> </ul>	<ul style="list-style-type: none"> <li>Each class to have at least a term with a coach leading the session with the teacher alongside to improve the quality of lesson</li> <li>PE-specific staff meetings</li> </ul>	£11,197	<ul style="list-style-type: none"> <li>Increased motivation of pupils and positive attitudes towards PE</li> <li>Increase in % of activity within lessons</li> <li>Pupils show more rapid skill development</li> <li>Skills are applied in relevant activities</li> <li>Staff more confident - positive role models</li> <li>Positive attitudes to health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Staff to use what they have learnt in their own lessons when no longer with the coach</li> <li>Children will benefit from improved teaching which will encourage them to participate more.</li> <li>Children will make quicker progress with the key skills of PE</li> <li>Junior Leadership team to send out questionnaire to children regarding sport provision.</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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"> <li>To extend the range of activities on offer to all pupils by participating in Inclusive School Games, having a Gifted and Talented programme and having specialized Sportshall Athletics training</li> <li>New equipment to improve the standard of lessons</li> </ul>	<ul style="list-style-type: none"> <li>Children with SEND who would not normally get the chance to participate in competitive sport to have the opportunity to take part in an Inclusive School Games activity.</li> <li>Run a programme for the Gifted and Talented sports children to extend their skills and leadership</li> <li>Specialising in Sport to run an indoor athletics morning to train Year 5 and 6</li> <li>Updating of the equipment</li> </ul>	£450 £300 £290.69	<ul style="list-style-type: none"> <li>Children who would not normally take part in competitive sport have a sense of pride and self worth for having the opportunity</li> <li>More children want to participate in sport both in school and out</li> <li>Achievement at events has improved</li> </ul>	<ul style="list-style-type: none"> <li>To keep on updating the equipment in school. To look at some of the bigger outdoor equipment such as netball hoops. Better equipment will encourage children to use it. Lessons will be of a higher standard.</li> <li>To keep entering Inclusive Games and to run the Gifted and Talented programme again.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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"> <li>Link with School Games Organiser and KDPSA to access calendar of sporting events and competitions</li> </ul>	<ul style="list-style-type: none"> <li>To give all children equal access to the chance to participate in school sport</li> <li>To cover the cost of transport to and from events to remove this as a barrier</li> </ul>	<p>£145 competition entries</p> <p>£420 transport</p> <p>£200 YST membership</p>	<ul style="list-style-type: none"> <li>Increased participation of pupils taking part in competitive activities</li> <li>Increased profile of PE and sport across whole school</li> <li>Raised self esteem and confidence in taking part in competitive sports and activities.</li> <li>More children wanting to take part in competitive sport.</li> </ul>	<ul style="list-style-type: none"> <li>To make more of the KDPSA as an avenue for sharing good practice</li> <li>Sport Leaders to take on more responsibility with the setting up of try outs and running practice sessions for events</li> </ul>