



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](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:
<ul style="list-style-type: none"> • Participation in competition and festivals outside school. (100% of Key Stage 2 children represented the school in 2016/17) • Inclusion for all children, SEND activities/competitions children identified with SEND attended a variety of outside school activities. • High quality assessment by PE specialist, understanding children's individual strengths and areas for improvement. • PE specialist network, accessing outside clubs for support and identifying talented children. • PE planning for teachers completed by PE specialists across the trust team. • Opportunities for physical activity at playtime and lunchtime • Active involvement of the sports council. • Participation in opportunities to improve physical activities from outside agencies (Sports relief, Big Pledge) 	<ul style="list-style-type: none"> • Assessment of PE in the second hour of sessions by class teachers. • Improve confidence of class teachers in teaching a variety of PE across the curriculum. • Planning for and teaching of dance across both Key Stages. • Engaging reluctant children in physical activities at playtime and lunchtime.

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?	88% 15 out of 17
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?	42% 3 strokes 76% 2 strokes
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?	% not recorded
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 all children swimming until they can do 50metres fC 65% achieved 50m those not achieving 25m front crawl offered 2 weeks catch up swim

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: 2017/18	Total fund allocated: £17580	Date Updated:		
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: %
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
In order to undertake 30 minutes of physical activity each day it is essential that children engage in physical activity at DPA, playtime and lunchtime.	<ul style="list-style-type: none"> Sporting activities designed to engage a range of children in sustained physical activity during playtime and lunchtime to include tag rugby competition, Wimbledon, football tournament, Aerobics at the start of Friday, Dance leaders with music on the playground, Monday mile, led by sports council. PE specialist teacher to understand/ identify any children not engaging in physical activity and identify activities with their help that could be included that would encourage them to join in. Sports council/PE specialist teacher to carry out a survey on activities that children would like included to improve engagement Every class teacher will provide 10 minutes Daily Physical Activity (DPA), ideas and plans made available by PE specialist teacher, supported by sports council. Developing children's understanding of personal bests and encouraging them to know theirs and try to better it. 	£3250	<ul style="list-style-type: none"> At least 50% of children signing up to sporting competition Competition designed to include boys and girls Children know what their personal best is and how to better it High levels of engagement in school run competitions Children visibly active at playtimes, adults on duty noticing children who are not and supporting engagement. Sports council meeting minutes 	<ul style="list-style-type: none"> Rigorous approach to reminding teachers of DPA activities will support sustaining practice Planning clear opportunities throughout the year will support delivery Celebration of participation will raise profile and motivate others Engagement of sports council gives capacity to engage without too much adult intervention following substantial training. Whole staff understanding of personal best and planned opportunities to practice will ensure sustained approach

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:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Research shows that exercise helps improve thinking skills and memory. Teachers are being supported in understanding the impact of exercise on the brain in order that PE is an essential part of the curriculum.</p>	<ul style="list-style-type: none"> • Sporting achievement celebration assembly • Guest speakers to involve children in different sporting activities • Paralympian celebrities invited into school to deliver sessions to engage children • Competition within school during playtimes and lunchtimes raising profile of sport and sticking to commitments • Intra trust competitions organised and held at different sites for different purposes • Mentoring provided by PE specialists 1:1 and group working supporting positive behaviour management across the school • Sensory circuits delivered to identified children to ensure they are ready for learning 	£3060	<ul style="list-style-type: none"> • High numbers of children celebrated in sporting assemblies • Assembly timetable planned to include sporting assemblies • Children signing up to external clubs that have been represented in assemblies or other planned events • Children engaging in healthy competitive activities with other trust schools • Children receiving 1:1 mentoring or group activities have improved engagement in learning • Children taking part in sensory circuits show improved engagement (Assessment as part of the programme will show this) 	<ul style="list-style-type: none"> • Clear plans will ensure routine and sustained delivery

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:
PE specialist and teachers delivering high quality PE throughout the school engaging children and fostering a love of life long sport.	<ul style="list-style-type: none"> Trust wide planning meetings with the PE specialists to support teachers in delivering high quality PE, developing confidence to teach the correct skills in order to develop children's competence in PE and sport. Outside agencies employed to teach alongside teachers to develop sports specific skills, Rugby and Cricket Focus on skill building for delivering high quality dance opportunities for all children. Identify appropriate training/ specialist to support 	£790	<ul style="list-style-type: none"> Planning for all teachers available on the trust staff planning drive Bath rugby and Shine Cricket planned in to the year to deliver specialist support for children and teachers. 	<ul style="list-style-type: none"> Continued commitment to CPD will ensure sustained approach Working in partnership and planned activities

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: Use of external clubs and internal PE specialists to introduce and motivate children to find some physical activity that suits them</p>	<ul style="list-style-type: none"> Variety of sporting after school clubs for children to participate in including Cycleball (football on a bike), Cross Country, Hi 5 netball, tag rugby, Dance, Gymnastics, Football, Tennis, Curriculum designed for children to experience a block of each area of PE. PE specialist at Castle Mead qualified swimming teacher supports schools throughout the trust to deliver high quality swimming lessons PE specialist at The Mead supports across the trust to deliver high quality football coaching Playtime and lunchtime competitions encourage children to try sports that they may not have experienced before and develop skills Participating in local PE cluster meetings, share good practice/ideas 	£5130	<ul style="list-style-type: none"> After school clubs lists and registers to see what uptake is like Curriculum map clear with a variety of planned opportunity Swimming specialist supporting Trust schools to improve swimming teaching across the trust, increased % of children reaching expected standard at the end of key stage 2 Football specialist supporting trust to provide high quality football teaching Sharing good practice from other agencies 	<ul style="list-style-type: none"> Continued commitment of teachers to provide after school clubs in areas of expertise and passion. Time for Medium term planning in teams will ensure planning by specialists able to be provided for other staff Releasing trust team to support other teams will provide high level of training and understanding of objectives and next steps

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:
<p>All children in Key Stage 2 will have an opportunity to represent the school in competitions or festivals outside of school.</p> <p>Key tournaments run throughout the year during play and lunchtime, tag rugby, tennis, football for children to take part in.</p>	<ul style="list-style-type: none"> Plan appropriate competitions for play and lunch in line with national or international sporting competitions (Winter Olympics, Wimbledon, 5 nations rugby) disseminate across the trust Ensure that competitions and festivals are entered and children invited to take part Book Trust minibus to get to tournaments and competitions 	£5350	<ul style="list-style-type: none"> 100% of children in Key Stage 2 invited to take part in competitive activity Registers of children who signed up to school competitions show balance of gender and age as well as high % of school population 	<ul style="list-style-type: none"> Continued PE specialist time to develop opportunities for children and network with other specialists