



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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"> • Sports Day- a fun and competitive enrichment day enjoyed by children, parents and staff. • Pupil voice through Sports Council and pupil survey. • Children as leaders- New Sports Council elected • Children as leaders - 2 trained young ambassadors • Children have wide ranging opportunities to get involved in sporting activity (after school clubs, competitions, play and lunch times, before school club,, etc.) • Participation in Wake and Shake has increased. • Positive attitude towards PE among children and staff. • Every year group having at least 1 PE session a week. • Qualified Badminton coach delivering block of sessions to Y5 <p>Festivals and Competitions:</p> <ul style="list-style-type: none"> • The school has entered 23 sporting events last academic year. • Children were selected to ensure a range of children are representing the school. • Success in football reaching county finals. 	<ul style="list-style-type: none"> • Regular meetings for PE leads across the Trust to share best practice. • Increased intra-house competitions e.g. lunch and playtimes. • Raise the profile of health and fitness ('Phys' sessions for class teachers established with secure way of assessing, terrific training, DPA planned and resourced, afterschool health club.) • Assessment and monitoring (e.g. observations, secure assessment system, data analysis of boys/girls, SEND, PP etc.) • Develop children as leaders- e.g. Sports Council leading at playtimes. • Ambassadors to run a change 4 life cub • Citizenship year- focus on wellbeing (and fitness as part of this) but also on sportsmanship. • P.E. resources organised • School Games Mark needs to be achieved <p>Festivals and Competitions:</p> <ul style="list-style-type: none"> • Establish the '<i>front cover</i>' document to ensure the office know key information about the event and it runs smoothly. • Re-establish '<i>Clubs Festivals and Competitions Monitoring</i>' spread sheet Monitor which children are taking part in sporting clubs and events and to support our choices of who we take. • Write a 'Team selection' policy. • Trust wide sports competitions.

<p>Meeting national curriculum requirements for swimming and water safety (Data for Year 6 leavers in July 2018)</p>	<p>Please complete all of the below*:</p>
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What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	25/29 86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	10/29 35%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25/29 86%
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 require our children to swim 50 metres by the end of Y6 knowing that they are strong enough to be safe in water

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: £18.400	Date Updated: July 2018
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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:
Encourage children to have a life-long love of physical activity.	<p>PE lessons:</p> <ul style="list-style-type: none"> Weekly or twice weekly 'Phys' sessions established in all classrooms across KS1 and KS2. These promote being physically active rather than physical literacy skills. E.g. tag, circuit training, sharks and fishes. Class teachers to lead these sessions and record children's fitness levels across each term. PE lead to monitor. Class teachers to teach PE to each class weekly focusing on physical skills, competing skills, learning how to be healthy and developing performance. <p>Playtimes and Lunchtimes:</p> <ul style="list-style-type: none"> Physical activities lead by members of staff and Sports Council. Activities are well staffed and well resourced. Sports Council to complete a register and acknowledge achievement in assembly for the year group with the greatest participation. <p>DPA (Daily Physical Activity):</p> <ul style="list-style-type: none"> Monitoring by P.E. leads. Establish DPA monitors in each class. Resources in outdoor cupboard well stocked and in good working order. PE leads to support staff to ensure they are completing it. <p>Resources and environment:</p> <ul style="list-style-type: none"> Review long term plan and establish resource 	<ul style="list-style-type: none"> 3 staff meeting a year to up skill teachers. 	<ul style="list-style-type: none"> Pupil interviews. Pupil voice- Sports Council. Assessment data from 'Phys' sessions. Children engaged in more physical activity. Children enjoying physical activity. Greater opportunities to participate. 	<ul style="list-style-type: none"> Celebration of participation will raise profile and motivate others.

	<p>requirements Ensure the PE environment is safe and in good working order (e.g. hall, basketball pitch, playground, field)</p> <ul style="list-style-type: none"> • Measure a mile track and mark for a 'golden mile' competition. <p>Other:</p> <ul style="list-style-type: none"> • Wake and Shake to continue weekly during Start of the Day. 			
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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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Attainment and progress is enhanced across the curriculum as a result of children being more physically active.</p> <p>Impact on their spiritual, moral, social and cultural understanding.</p>	<ul style="list-style-type: none"> • More P.E. links to Science, PSHE, Speaking and Listening, IT, Maths. • Promote awareness of health related issues e.g. obesity, smoking etc. • Children as leaders e.g. Young Leaders, Sports Council, Youth Ambassadors. <p>Regular activity embedded across the school:</p> <ul style="list-style-type: none"> • 'Phys' sessions • DPA • Wake and Shake • Active play and lunchtimes. 		<ul style="list-style-type: none"> • Achievement is improved (SATS results and termly PUMA, PIRA and GAPS) • Pupil interviews. • Pupil voice- Sports Council • Concentration, commitment, self-esteem and behaviour are enhanced (green forms) • The profile of sport is raised so that all children are involved in some 	<ul style="list-style-type: none"> • Other Subject leaders to identify how their subject areas can contribute to learning in PE.

	<ul style="list-style-type: none"> • Behaviors learned through PE (fair play, sportsmanship etc.) applied across curriculum. • Establish a change 4 life club • Families are signposted to sporting opportunities in the local area. 		<p>aspect of healthy living or fitness.</p> <ul style="list-style-type: none"> • Children understand the positive impact of physical activity on their wider learning.. • Positive behaviour and sense of fair play are enhanced. 	
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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:
Trust-wide cohesion with a focus on sharing good practice in planning and assessment.	<ul style="list-style-type: none"> • Termly Trust-wide meetings. • P.E. leads to support Class Teachers in delivering and assessing 'Phys.' Termly check-ins • CPD needs identified and sought within the Trust and Trowbridge collaborative. • Attend PE Conference and CSL meetings. • Monitor/track children's progress and do data analysis- disadvantaged, GAT, boys/girls. • Long Term Planning for each year group to ensure all skills are covered. RAG rate to assess if it has been covered, • Resources needed to plan are up to date (e.g. funs cards.) • Keep up to date with Ofsted reports and government documents and disseminate any relevant information to the rest of the Trust. • Trust Specialist Sports TA and Teacher to support staff with planning and delivery of high quality PE teaching and ensuring assessment accurately informs future planning. • Share DPA ideas with staff. 	•	<ul style="list-style-type: none"> • Minutes from PE team meetings. • Discussions with staff and staff survey. • Teachers feel more confident in teaching PE and promote a range of sporting activities • Teacher subject knowledge and skills are improved. • Best practice is recognised and shared 	<ul style="list-style-type: none"> • .Trust wide meetings • Attend CSL meetings • Use subject leader time to facilitate training for other teachers

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	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested

impact on pupils:				next steps:
<p>Provide a rich curriculum and extra-curricular activities that supports children's development and interests</p>	<p>Extra-curricular:</p> <ul style="list-style-type: none"> Review the quality of our extra-curricular provision including range of activities offered Quality and qualifications of staff providing the activities. Gauge pupil needs/interest – Sports Council, PE specialists, pupil interviews. Employing local coaches to provide extra-curricular sporting opportunities. Children as leaders- Council and Young Leaders to lead activities. Sports Relief. Links with secondary schools to improve provision Pay for West Wiltshire Partnership Sport Provision. <p>Review the quality of our curriculum:</p> <ul style="list-style-type: none"> The P.E. curriculum is inclusive and is designed to inspire and engage all pupils. Gauge pupil needs/interest – Sports Council, PE specialists, pupil interviews. LTP ensures that all skills are covered throughout the year. Our 4 core principals of Competition, Healthy Lifestyles, Physical Literacy and Improvement are taught through a range of sports and activities. Opportunities to extend and develop talents are embedded. Harder-to-engage children are inspired through the use of visiting athletes and sporting heroes. <p>Equality and Inclusion: (Disabled, SEND, PP, AGAT, Hard to Reach, CNRB)</p> <ul style="list-style-type: none"> Children with SEND will have opportunities across the year to attend events. Planning for Gifted and SEND pupils. Accessibility of all the activities. Use of TAs to support learning. Check equipment to ensure it meets the needs of our pupils. PE Policy ensures whole school inclusion. PE interventions with identified children. <p>Swimming:</p> <ul style="list-style-type: none"> Keep a clear record of children who have completed the necessarily requirements. 		<ul style="list-style-type: none"> LTP and MTP. Children access a range of sporting activities and explore ones they enjoy in more depth. Disaffected pupils are re-engaged in sport and fitness Links are developed between school and the local community. Registers of participation. Quality of teaching and learning through observations. Children have an increased awareness of the opportunities in the community. 	<ul style="list-style-type: none"> Links with local clubs- introducing new initiatives and pathways to community clubs.

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:
Establish intra-school and inter-trust competitions.	<p>Within school:</p> <ul style="list-style-type: none"> Lunchtime/playtime competitions run in line with national/international competitions and the CSL calendar of events. Young Leaders and Sports Council run competitive activities at play and lunchtimes. <p>Inter-class participation competition for Sports Council activities</p> <p>Trust-wide competition:</p> <ul style="list-style-type: none"> Sports council to host competitions in traditional sports e.g. football and hockey but also in playground games, bench ball, or multisport to engage more children. Target Disadvantaged children to include in competitions and enrichment opportunities <p>CSL:</p> <ul style="list-style-type: none"> Develop a secure system for entering and organizing attending CSL competitions. Arrange friendlies against other schools in the CSL. A wide range of sports after school clubs available for all children. These link to the fixture list for the year to prepare teams for upcoming competitions. SEND events attended to ensure inclusion for all children. Record children who take part in external competitions and ensure a variety of children attend planned events <p>Celebrate achievement:</p> <ul style="list-style-type: none"> Celebration of individual sporting achievements on display PE celebration assembly Articles in newsletters Certificates for participation in lunchtime activities and inter class competition <p>Other:</p> <ul style="list-style-type: none"> Signpost families to clubs. 		<ul style="list-style-type: none"> Opportunities to take part in competitive sports in an environment they feel safe and comfortable in. All children have the opportunity to participate in order to encourage them to take up the sport outside of school. Better outcomes e.g. win more competitions over the coming year. Review of club registers PE participation analysis spreadsheet 'Clubs Festivals and Competitions Monitoring' spreadsheet with disadvantaged children noted. 'Events Overview' document. 	<ul style="list-style-type: none"> Local sport partnerships are involved in supporting competitions. An increasing number of children are inspired to join in with clubs and competitive sports.

	<ul style="list-style-type: none">• Encouraging a healthy approach to competition, developing personal best.• Review and update policy for picking teams- some event targeted for achievement others for participation.			
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