



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

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 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](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 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 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:
Playground markings – to support active learning Yoga, dance, rugby, cricket, skipping – coaching Fencing equipment – club Football equipment – club	CPD for active learning Hoopstarz coaching and festival Family archery club Trim trail

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

Academic Year: 2018/19		Total fund allocated: £18, 469		Date Updated: Sep 2018	
<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:	Actual Funding	Evidence and impact:	Sustainability and suggested next steps:
All children participating in the Daily mile to improve concentration and fitness.	Buy speaker and start daily mile every day at a time to suit whole school.	£200		Daily mile in place using boom box where children are running the mile with improved fitness.	Worked well initially but weather restricted use of field. <b>Next Steps:</b> Try using yard and marked trail.
Use brain breaks during teaching time to create opportunities for physical activity during the day.	ZT to provide brain breaks. Use brain breaks during lessons to maintain concentration and create opportunities for activity throughout the day.	£10		Brain breaks being used in all classes whenever appropriate maintaining children’s concentration and fitness.	
Build a Trim trail on the field to encourage active playtimes and build core and upper body strength to develop writing skills.	Install Trim trail on field.	£13,898		Trim trail in place and being used by children for active playtimes and improving upper body and core strength.	

Key indicator 2: The profile of PESSPA 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:	Actual Funding	Evidence and impact:	Sustainability and suggested next steps:
Develop differentiation planning for mixed age classes through Active learning.	CPD with ZT for active learning showing how to achieve differentiation.	£500		Teachers beginning to use active maths and English at least once a week. Planned into maths and English lessons.	Next Steps: Arrange CPD with ZT during Spring term 2.
Promote opportunities for speech and language through Active learning.	CPD Talk 4 Writing and Active maths with ZT	£500		Active Maths and Talk 4 Writing planned and taught promoting speech and language opportunities.	

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:
Sports coaches to provide CPD to improve staff confidence and teaching PE knowledge. Also to encourage child participation in all PE lessons.	Sports coaches working with staff to develop teaching of curriculum PE.	£1,960	Teachers supporting activities and encouraging participation of all children through increased confidence, knowledge and skills.	Coaches providing knowledge and skills to staff successfully. Staff are supporting all activities and using skills to teach curriculum PE. <b>Next Steps:</b> Staff to assess pupils during coaching sessions. Begin to record assessment.
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:
Additional achievements:  Provide workshops to provide opportunities to experience a wider range of sports and activities in:  Hoopstarz Cheerleading Skipping Outdoor Adventurous Activities	Organise for specialist coaches to lead whole school event involving skipping, Hoopstarz and cheerleading.  Buy resources to support above  ZT to lead an after school club for whole school in OAA	£252 £250  £199 £200	Workshops take place and children learn new skills. Children use new skills at playtimes and teach others. Attend skipping festival to compete with other schools. Hoops purchased and being used to develop skills further. Club every Thursday after school 3-4pm where children are learning team building skills and orienteering skills.	Using ropes and hoops at playtimes. <b>Next Steps:</b> Lunch time club for skipping, hula hooping and cheerleading.  <b>Begin OAA club after school with ZT in Spring term 2.</b>

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:
Participate in School Games competitions to encourage competitive attitude to sport.	Take part in Gymnastics, rugby, cricket, Tri-golf, Quad kids, multi-skills, tennis. Book buses to events.	£500	Participation in School Games events as listed where children are taking part competitively in all events. Minibus used to transport children to/from competitions.	Children becoming more competitive in events and thriving on the competition element. <b>Next Steps:</b> Continue to attend School Games events on offer.
<p>Completed By: Zoe Turner and Carolyn Strangeways</p> <p>Date : 1.3.19.</p> <p>Review date: 17.5.19.</p>				