



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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 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: |
|---|---|
| <p>Participation in, and success in, sporting events is part of the culture of the school. Athletics is a particular strength with trophies being won in the city wide competition every year for the last eight years. Investment in Table Tennis equipment has increased the opportunities for skills to be developed in that particular sport.</p> | <p>Teachers have become deskilled by outside coaches teaching the majority of PE lessons. Lunchtimes are not used to their potential in terms of sport and physical activity.</p> |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
|--|-----------------------------------|
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p> | 67% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 63% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 63% |

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

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: £17,590 | | Date Updated: 24/7/19 | |
|---|---|-------------------------------|--|--|---------------------------------|
| 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: |
| | | | | | 58 % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Increase structured and unstructured opportunities for children to engage in non PE Lesson activity. | Employ sports coaches at lunchtimes and after school each day | £7800 | <p>All clubs were free for children to attend.</p> <p>Lunch- time clubs offered to children resulted in, on average, sixty children each day enjoying a 15 minute coach led activity. In addition to this a further fifteen each day enjoyed a football session supervised by a member of staff.</p> <p>After school clubs initially concentrated on table tennis coaching which led to greater usage of the five table tennis tables at play and lunch times throughout the year.</p> <p>Other after school clubs started with maximum participation of around 18 children, each day, depending on the nature of the sport offered. As the term went on there was general slippage in attendance which resulted in an</p> | <p>Continue provision into next year. Extend range of activities offered at lunchtime to reflect the equipment available and generate interest in subsequent after school clubs offered.</p> <p>Gain a greater sense of commitment to staying with after school clubs once registered.</p> <p>Increase resources for unstructured physical activity at play and lunchtimes. Training for Meal-Time assistants in promoting physically active play.</p> | |

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| | Renew sports markings on playground. | £850 | | |
| | Celebration assemblies to include sporting events both school based and through outside events. Trophies and engraving, | £50 | | |
| | Competition kit to be renewed. | £300 | | |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 15 % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| All pupils to benefit from teaching staff developing skills in PE teaching. | Twilight INSET session in basic structure of a successful PE lesson. Paired coaching with PE adviser involving two teachers at a time observing a model lesson, plan jointly with PE adviser, deliver observed lesson with feedback from PE adviser. Planning resources to be bought. | Adviser time part of the PSSP subscription.(£3700) £800 supply cover to release teachers. £750 YST resources | The chronological gap between the initial twilight session and the individual coaching was longer than expected due to the availability of the PE adviser. His evaluation of the skills of the teachers showed, after those individual sessions, good progress had been made in their understanding that the teaching in a good PE lesson matches that expected in any good lesson and teaching had improved as a result. | Time- tabling to ensure a greater amount of PE teaching is expected to be delivered by teachers rather than PE coaches in PPA time. New staff to be given the same experience of PE adviser input and existing staff to continue to be advised and monitored by PE Adviser in conjunction with new PE leader. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 6 % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| More pupils to use table tennis equipment bought in previous year and extend the range of equipment/ coaching available so that new sports can be introduced. | Table Tennis and rowing 'intensive days' to be organised. After school coaching to focus on intensive daily sessions for a full week to rapidly improve table tennis skills. Children to be consulted on range of after school clubs to be introduced. | Part of the PSSP subscription.(£3700) | Investment in table tennis skills had a big impact on a few children who became highly skilled quite quickly. Many others enjoyed playing regularly during lunch and play times without being too worried about keeping to the rules. Rowing enabled children to discover a sport they were good at, for the first time in some instances. | Retain the 'intensive' days of coaching in table tennis and rowing and investigate others on offer that could have a similar effect. Extend the role of sports leaders amongst children to arrange more 'intra' school events. |

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| | | | <p>It was a one off event and finding subsequent opportunities for interested children was difficult.</p> <p>Tennis proved to be the after school club where interest waned most significantly whereas athletics, for younger children, proved to be one of the most popular.</p> | |
| <p>Key indicator 5: Increased participation in competitive sport</p> | | | | <p>Percentage of total allocation:</p> <p>11%</p> |
| <p>School focus with clarity on intended impact on pupils:</p> | <p>Actions to achieve:</p> | <p>Funding allocated:</p> | <p>Evidence and impact:</p> | <p>Sustainability and suggested next steps:</p> |
| <p>More children to experience competitive sports both within school and inter school events.</p> | <p>After school and PE timetable to match forthcoming competitive events in the calendar.</p> <p>Rowing competition to be introduced</p> <p>Maintain commitment to the range of inter school sports events attended.</p> <p>Invest time in preparation for the competitive Sports Day so that all children experience improving skills to perform better as a competitive team.</p> | <p>Part of the PSSP subscription.(£3700)</p> <p>Supply cover £500</p> <p>Transport £400</p> | <p>Rowing competition was very successful in allowing many children to represent the school, against other schools, for the first time.</p> | <p>Supply costs likely to increase next year as reliance on the headteacher as main source of leading competitive sports is reduced.</p> |