



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 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"> <li>• Children from all year groups have the opportunity to access after school clubs and after school competitions.</li> <li>• All children receive at least 2 hours of PE per week either in focused sessions or by accessing the outdoor environment (Foundation)</li> <li>• Improved participation of foundation and key stage 1 children in competitions and sporting events.</li> <li>• Children getting through to the next stages of competitions including athletics, running, netball and tri-golf.</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage children in upper key stage 2 to become more active; stepometers to be worn in school with a competition element in class, year 5/6 to be play leaders to ensure they are more active and less stationary at playtimes, more clubs that are open to all to encourage children to be active and join in.</li> <li>• To use the extra funding effectively and ensure that ALL children benefit.</li> <li>• To work with Pennine Sports and bikeability to give the children skills for life.</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?	98%
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?	98%
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?	98%
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.

<b>Academic Year:</b> 2018/19		<b>Total fund allocated:</b> £18,650.00		<b>Date Updated:</b> October 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: 24%
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>Continue to develop the outside area for lunch time activities</li> <li>Year 5 play leaders are being developed</li> <li>Every year group has dedicated hall time and PE units, at least 2 session per week</li> </ul>	<ul style="list-style-type: none"> <li>Buy items as and when required and insure that it is weather appropriate</li> <li>Use Peninne Sports link to provide play leader training and support</li> <li>Both sessions to be delivered from school staff.</li> </ul>	<ul style="list-style-type: none"> <li>£1000</li> <li>£2520</li> </ul>	<ul style="list-style-type: none"> <li>New equipment and safe surface</li> <li>F2 children 70mins per day access</li> <li>KS1 children 90mins per day access</li> <li>KS2 children 70mins per day access</li> <li>Total 315 children will have daily access</li> <li>New equipment to keep children busy and active during their lunchtimes</li> <li>Play leaders in place to provide support and opportunities for all ages of children in school</li> <li>Teachers have had 3 years of sports coach input and therefore have developed their own skills and ideas to teach at a higher level</li> </ul>	<ul style="list-style-type: none"> <li>Maintenance programme, additional equipment in future years</li> <li>Yearly programme</li> <li>Teachers to use previous years planning from sports coaches and adapt to suit their needs and their class</li> </ul>	

<ul style="list-style-type: none"> <li>Variety of after school sports activities throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>School staff and coaches provide opportunities for children to access a variety of after school clubs</li> </ul>		<ul style="list-style-type: none"> <li>Throughout the year we will provide the following; football, dance, running, netball, basketball, cricket, rounders, rugby, gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>After school clubs generally through the goodwill of school staff</li> </ul>
---	---	--	--	---

**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:  
1.6%

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>High proportion of school staff (over 60%) involved in after school sports and the promotion of physical activity</li> <li>As above improvement to trim trail demonstrating commitment to physical activity at free time</li> <li>Staff training and attendance of meetings with the pyramid</li> <li>Adequate resourcing of PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging staff to engage in after school clubs and ensuring staff feel valued for doing so.</li> <li>As above</li> <li>HP to attend meetings as part of PSP. Staff members to attend training as part of their own professional development.</li> <li>To order the required equipment to ensure we can deliver PE appropriately</li> </ul>	<ul style="list-style-type: none"> <li>£0</li> <li>As above</li> <li>Supply costs £145</li> <li>Up to £1000</li> </ul>	<ul style="list-style-type: none"> <li>Participation of children in after school provision and competition</li> <li>Number of children that are getting regular access of the trim trail</li> <li>Staff to improve their own skills in PE and feel more confident and have up to date training and information.</li> <li>Staff and children have the appropriate equipment to engage in PE sessions</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of good will from staff</li> <li>As above</li> <li>To continue to be part of the PSP and to go on training that is applicable and appropriate.</li> <li>Replace any broken or damaged equipment.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				1.6%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Staff questionnaire carried out on confidence in teaching, use of sports coaches, equipment and training</li> </ul>	<ul style="list-style-type: none"> <li>55% of people feel confident in teaching PE, this number needs to be increased.</li> <li>Staff training to be carried out in follow areas; gymnastics, dance, rugby and OAA.</li> </ul>	<ul style="list-style-type: none"> <li>£145 per person attending training for supply costs</li> </ul>	<ul style="list-style-type: none"> <li>If staff members are more confident in teaching PE the delivery of lessons and impact on the children will improve</li> </ul>	<ul style="list-style-type: none"> <li>To review the findings by carrying out another staff questionnaire at the end of the school year.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				12.7%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Following the national curriculum for year 1-6</li> <li>F1 and F2 have access to physical activity in their own dedicated playground</li> <li>Additional sports added to curriculum/after school include balance bike ability for F2, bike ability for Year 5/6, juggling, cross country. Year 6 residential, would include ghyll scamberling, via ferrata, archery, climbing, abseiling, high level walking, and orienteering</li> </ul>	<ul style="list-style-type: none"> <li>These are currently being achieved</li> </ul>	<ul style="list-style-type: none"> <li>£270 for F2 bike ability</li> <li>£1152 for Year 6 bike ability</li> <li>£1152 for year 5 bike ability</li> </ul>	<ul style="list-style-type: none"> <li>F2 children- 46 accessing bike ability</li> <li>Year 5- 32 accessing bike ability</li> <li>Year 6-32 accessing bike ability</li> <li>35 Year 6 children to go on residential</li> <li>315 children to access the trim trail</li> <li>98 foundation stage children accessing dedicated playground</li> <li>12 jugglers</li> <li>20 cross country runners</li> </ul>	<ul style="list-style-type: none"> <li>Identify sporting opportunities which both enthuse members of staff and the children.</li> <li>Bike ability to be an annual event</li> <li>Residential to be annual events</li> </ul>

Key indicator 5: Increased participation in competitive sport				
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>Maintaining school sports days. F2 and KS1 non-competitive. KS2 competitive and linked to the 'house' system with a winning house as a prize.</li> <li>Variety of out of school competitions at local level, local authority level and county level. See separate sheet on website under Sports Premium.</li> <li>Develop intra-school competition during summer term in KS2</li> </ul>	<ul style="list-style-type: none"> <li>No actions- on going</li> <li>On going</li> <li>Commitment from staff to attend competition opportunities</li> <li>Identification of whole school participation</li> <li>Programme of events and house participation</li> </ul>	<ul style="list-style-type: none"> <li>£15 for engraving on shield</li> <li>£70 for refreshments</li> <li>Part of PSP membership</li> <li>£100</li> </ul>	<ul style="list-style-type: none"> <li>Winners shield evidence of KS2 participation</li> <li>High number of parents attend both sports days</li> <li>Year 6 helpers for F2/KS1 sports day which shows overall school commitment</li> <li>See separate sheet</li> <li>Number of events taking place with a variety of children in competition</li> </ul>	<ul style="list-style-type: none"> <li>Keeping sports days going and promoting as part of school ethos.</li> <li>Continuing support of school staff to attend out of school competition</li> <li>Developed as part of a sports week.</li> </ul>