



Evidencing the Impact of the Primary PE and Sport Premium

2018/2019
Academic Year

Commissioned by
Department for Education

Created by



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SPORT
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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:

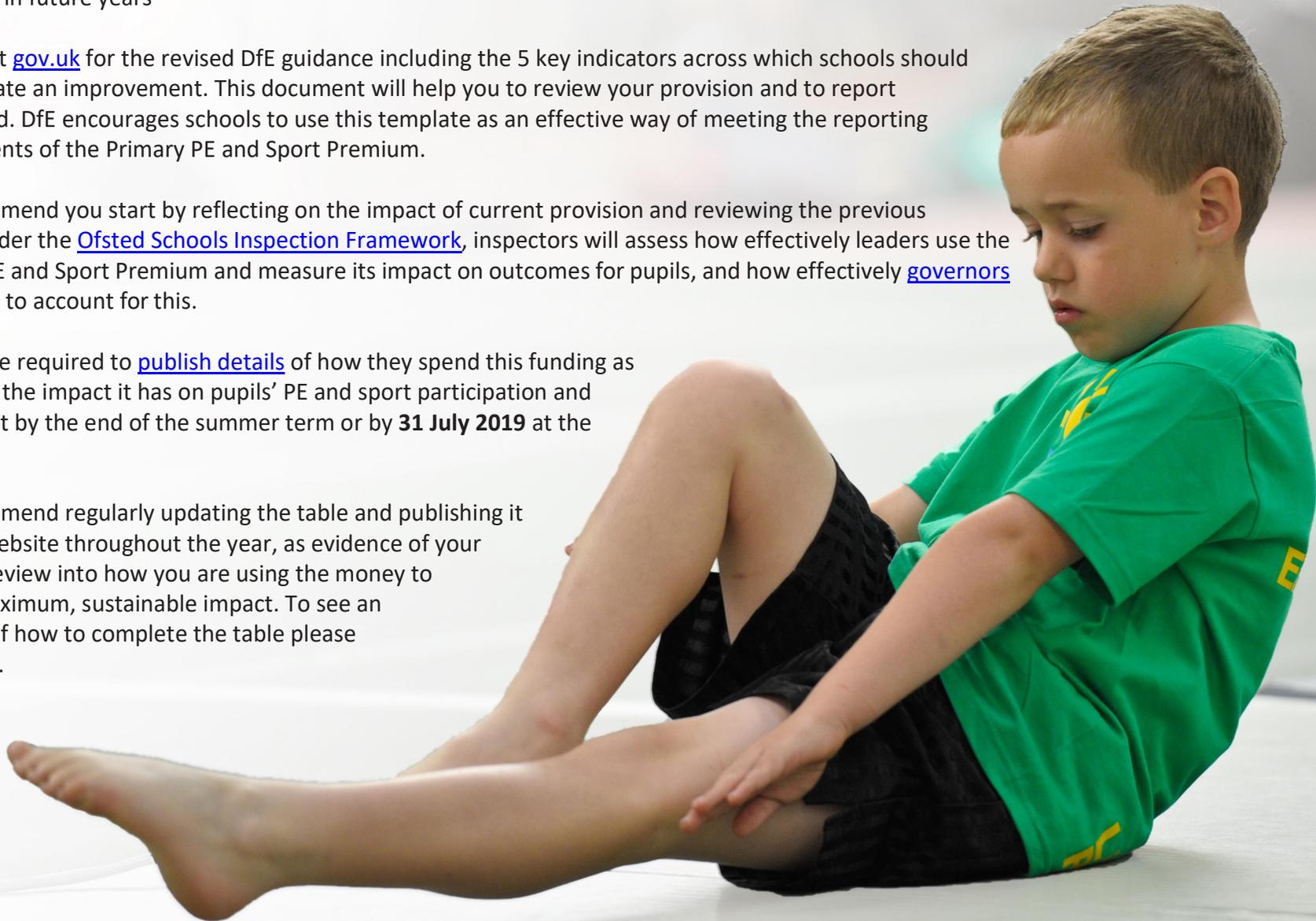
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk 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:
<ul style="list-style-type: none"> Increasing our provision of swimming to provide top up lessons for Year 6 pupils. The school has been proactive in increasing the amount of time children spend being active in school, meeting the target of 30mins of physical activity daily. (Introduction of Daily Mile) Installation of play equipment for use by KS2 children, increasing their levels of physical activity, whilst helping to improve balance, coordination, strength and agility. Teachers up skilled in a variety of sports as a result of training from/observations of coaches. Increased participation in sports competitions with a high level of pupils involved. The school achieved Gold Award in the School Games Mark. 	<ul style="list-style-type: none"> Up skilling Teaching Assistants to safely conduct PE lessons and physically active extra-curricular clubs to increase the provision the school is offering. Install additional play equipment (fixed) to promote an increase in physical activity during breaks periods. Install all weather running track for Daily Mile. Increase physical activity across the curriculum e.g. forest schools and outdoor learning.

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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

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: £30,046.45	Date Updated: 31/07/19		
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: 36%
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"> Increase the provision of activities by the school to insure all pupils are active for 30mins a day. 	<ul style="list-style-type: none"> PE Leader to source an initiative that will allow pupils to be physically active for at least 30min a day. PE Leader to research and purchase equipment to promote active play during breaks. PE Leader to organise MDSA training to allow them to feel confident in delivering physical play. PE Leader to organise a range of Extra-curricular clubs. 	<p>£150</p> <p>£20,000 (actual spending £9,737.47 due to grants)</p> <p>£105</p> <p>£693</p> <p>Total: £10,685.47</p>	<ul style="list-style-type: none"> The Daily mile initiative has seen all pupils engaging with an additional 15mins of exercise a day. Purchasing of outdoor apparatus has seen an increase of physical activity amongst the pupils. During breaks and lunch the apparatus is used with children developing upper and lower body strength. Apparatus will also have a lasting effect for future generations. MDSAs are more frequently engaging with pupils during lunchtime, playing games and organising events e.g. running races. All promoting physical play. 	<ul style="list-style-type: none"> Continue to run Daily Mile initiative and PE Leader to source running track. PE Leader to research and purchase more fixed play equipment to promote physical activity at break. PE Leader to meet with MDSAs frequently to discuss break time provision and provide refresher training. TA training on running physical activity sessions to allow for more Physical Extra-curricular activity. PE Leader to carryout observation and tracking of children's time spent physically active during the school day.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				33%
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"> To increase the participation of all pupils in PE, School Sports and Physical activity. 	<ul style="list-style-type: none"> PE Leader and Teaching staff to promote school sports on social media. PE Leader to organise for children to get involved in national sporting events e.g. national fitness day. PE Leader to deliver assemblies raising the profile and importance of physical activity throughout the school day. School to promote sporting achievements of the school and individuals. PE Leader to encourage teachers to make lesson more physically engaging e.g. Maths Of The Day. PE Leader to research and purchase equipment to promote active play during breaks. MDSAs trained to provide more physically active lunch breaks. 	<p>£9,737.47</p> <p>£105</p> <p>Total: £9842.47</p>	<ul style="list-style-type: none"> Children have been enthused by assemblies and have challenged themselves more physically as a result with most children running further in their daily mile sessions (pedometers). All pupils took part in National Fitness day and were taught about the benefits of physical activity. Most teachers have made lessons more physically engaging and aim to make this common practice. The purchasing of fixed apparatus has seen a rise in physical activity within the school with more children getting actively involved during break times, especially those who would not have usually. MDSAs are more frequently engaging with pupils during lunchtime, playing games and organising events e.g. running races. All promoting physical play. 	<ul style="list-style-type: none"> Continue to run Daily Mile initiative and PE Leader to source running track. PE Leader to create an initiative for increasing the physical workload of pupils within these sessions. PE Leader to research and purchase more fixed play equipment to promote physical activity at break. To celebrate achievements of pupils within school – Daily Mile certificates etc... PE Lead to liaise with Outdoor Learning lead to organise and run training to provide staff with knowledge on how to take learning outside and make it more physical.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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"> To develop all staff's knowledge of teaching sport so that they are confident in their delivery. 	<ul style="list-style-type: none"> Provide staff with the opportunity to observe a qualified coach in teaching a specific sport. Provide staff with opportunity to observe and teach dance alongside a dance coach. PE Leader to provide new staff to receive training on REAL PE scheme of learning. PE leader to enhance own understanding of the subject and new requirements MDSAs to receive training on outdoor play. 	<p>£1387</p> <p>£1,591.25</p> <p>£150</p> <p>£105</p> <p>Total: £3,233.25</p>	<ul style="list-style-type: none"> Staff have gained and practiced teaching a specific sport and dance. Guidance from the coaches has helped them to feel more confident teaching the sport/dance in future years. The coaches have helped to ensure that the teaching within school has been of a higher quality and this will be continued through to the following years. New staff have been trained on the scheme of learning used in school and feel confident in delivering the teaching to their classes. 	<ul style="list-style-type: none"> On going training for new staff and future new staff. On schemes of learning used in school. PE Leader to assist staff with understanding their planning and monitor staff's knowledge and teaching, where necessary providing further training. PE Leader to provide staff with training in specific areas of need when requested or identified. PE Leader to monitor and ensure progress is made by all pupils through assessment and observation. To provide non-teaching staff with training to allow them to assist and deliver PE and physical Extra-curricular clubs.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: <ul style="list-style-type: none"> Increasing the sports as extra-curricular clubs. 	<ul style="list-style-type: none"> Multi-sports club providing children with a range of new sports not taught in school. Table tennis club. Dodge ball club Balanceability Bikeability Top up swimming lessons 	£693 £163 £900 £180 £884 Total: £2,820	<ul style="list-style-type: none"> Coaches have enable Extra-curricular clubs to run and have increased to amount of pupils participating in extra-curricular sports. Equipment purchased has allowed for new sports to take place. The Bikeability and Balanceability courses have allowed for children to develop key skills in riding bikes. The school have purchased their own set of Balanceability bikes and so can be self sufficient in delivering this in future years. 	<ul style="list-style-type: none"> To train TAs to allow for the implementation of new clubs and sporting opportunities provided in school. Continue to buy into the Bikeability course. PE Leader to monitor the use and teaching of Balanceability within the school as it is now self-sufficient. PE Leader to organise extra-curricular clubs to immerse pupils in new sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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"> To enter in more competitions with the locally organised sports events and increase the competition held within school. 	<ul style="list-style-type: none"> PE Leader to buy in to the local Sports Partnership and gain access to the sports competitions run locally. To provide transport for competitions where necessary. PE Leader to organise sports competitions held within school. PE Leader to organise extra-curricular clubs to train pupils ready for competition. 	<p>£150</p> <p>£235</p> <p>£300</p> <p>Total: £685</p>	<ul style="list-style-type: none"> All pupils have taken part in some form of competition internally within school. This year we were able to enter 22 teams into a variety of competitions in the local area. These included x-country, football, table tennis, hockey, basketball, athletics, dodgeball, swimming, netball, orienteering, rounders and multi-skills. This was more than we had entered into competitions than in previous years. 	<ul style="list-style-type: none"> To continue to buy into the locally run sports competitions in the local area and enter competitions we have not entered before. Provide extra-curricular clubs to train for new sports competitions. PE Leader to organise internal sports competitions e.g. class vs class.