



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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:

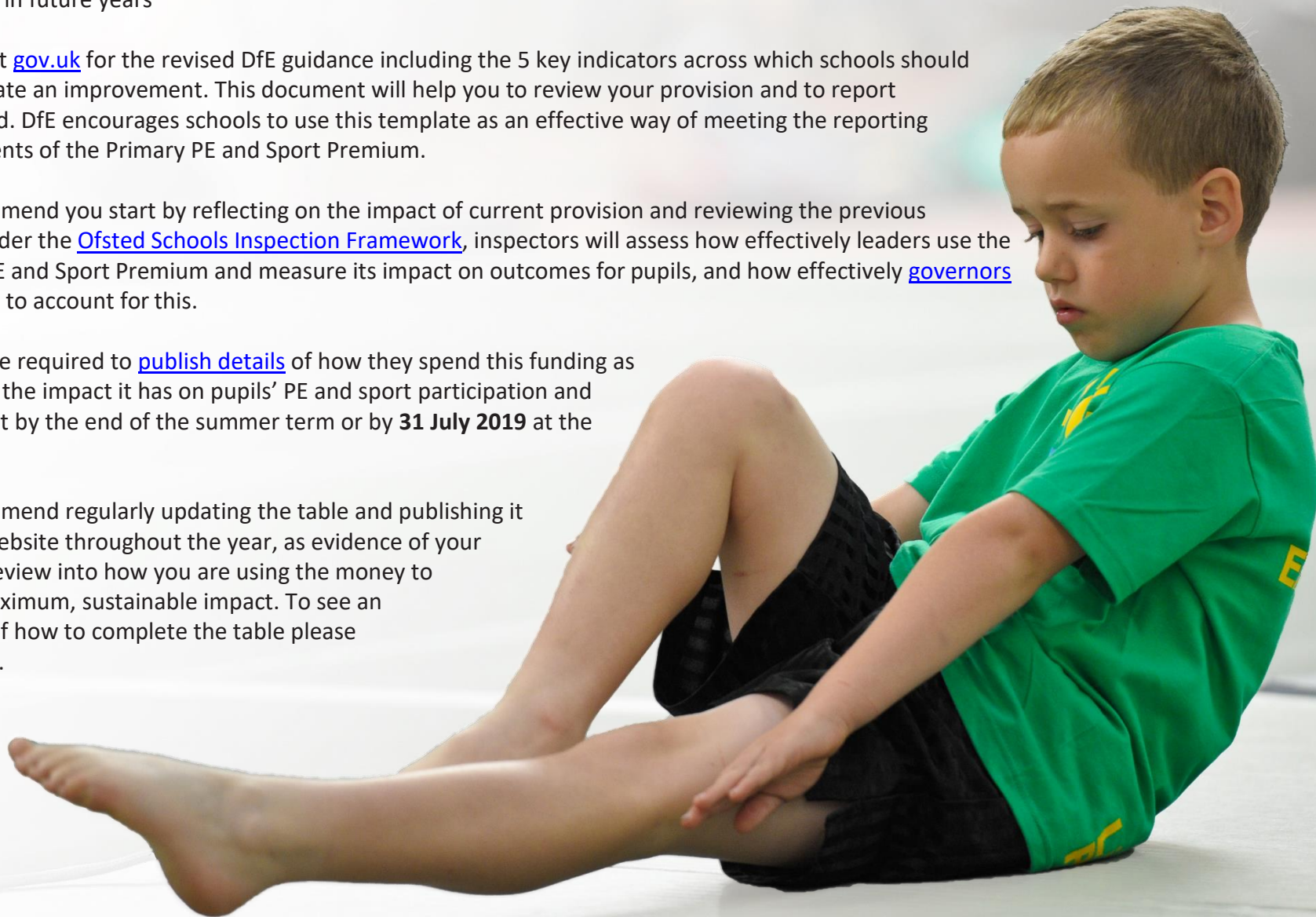
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:
<ul style="list-style-type: none"> • Wider range of out of hours clubs • Closer targeting of less active pupils and encouraging participation in out of hours learning. • Improving club links 	<ul style="list-style-type: none"> • Upskilling teaching staff • Work towards the YST quality mark • Work towards being a more active school • Increased participation in inter + intra competitions

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.	%
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 over and above 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: £	Date Updated:		
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:
1. Introduce the Daily mile to be used at break times and before school	1. Buy line marking kit, mark lines	800	2. Break times are more structured resulting in decreased number of first aid/behaviour incidents. Play leaders are promoting positive play and offering different opportunities for pupils to take part in structured games.	Training of play leaders is in house and run by the learning mentor so this is a sustainable option.
2. Developing structured break times.	2. Train new play leaders and lunchtime supervisors. Purchase new equipment/recording tools.	700	Increased participation in positive and active play.	Daily Mile kit purchased so can be repainted when needed making it sustainable. Rota system for juniors to increase participation. Winners trophy. Introduced as a structured activity in the afternoon for KS1.
3. Breakfast club	3. promote breakfast club, purchase equipment		3. Attendance for some pupils has increased, pupils are ready to learn and less disruptive.	Contact Sport Birmingham for support. Register on Daily Mile website Line marking kit can be used to mark a road to develop physical activity in FS.

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 impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Promote school games values across school</p> <p>YST quality mark –</p> <p>Liaise with staff to use competitions/sport as tool to improve behaviour/attendance</p> <p>½ day allocated to focus on sport and health</p>	<p>Ks2 assembly on values. Teachers awarding children the school games values badges each half term (eg PE shining stars assembly)</p> <p>Certificates/medals (collect all values)</p> <p>Purchase YST membership</p> <p>Use the quality mark to complete a full review of PESSPA</p> <p>Improves areas which come up in the self-review</p> <p>Teachers being involved in selecting pupils for competitions, jobs and out of hours learning</p>	<p>tbc</p> <p>£200</p>	<p>Raising the profile of PE using the school games values and most improved has resulted in an increase in participation levels in intra/ inter competitions, PE lessons, Out of hours learning and break times.</p> <p>Using the self-review tool meant we were able to highlight the areas where improvement was needed.</p>	<p>Arrange visit from SGO to launch in Assembly</p> <p>Plan inter/intra tournaments.</p> <p>After completion of YST quality mark it has highlighted that we need to improve activity levels across school (possibly trial 30/30)</p> <p>Vision statement to be updated'liaise with school council, staff and parents (through Parent Ambassador)</p> <p>Mr Bate to liaise with Miss Grimes about PSHE healthy lifestyle day</p>

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:
Increase staff knowledge and confidence in delivering PE lessons	Continue to purchase scheme of work Team teaching when needed cpds	£380	High quality lesson plans means children are getting high quality PE lessons Team teaching is improving staff knowledge and confidence which results in more high quality PE	Teacher questionnaire on confidence and competence across PE. This will help us plan CPD opportunities and increase staff confidence and competence where needed
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: Increase the number of variety of out of hours learning Residential experience Bikeability Scootability Junior award scheme for schools	Source outside providers Offer KS2 residential experience	4481 4000 £609	Using outside providers enabled us to offer a bigger variety of opportunities for the whole school to take part in out of hours learning. It also allowed us to offer different and unique sports	JASS – folders and continuation packs purchased so children can complete all 3 levels Residential – find out if the funding could be used from another area? Increase residential to Y6. Next step – changing outside providers to school staff(Mr Bate, Mr O'Neill)
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:

Central sports partnership	Attend competitions	£300		
Hold competitions	Organise schools to come to us for tournaments			Set up regular fixtures with another local school. (walking distance no cost on transport)
Contribute to the leasing of the school mini bus.		£4700		consortium fixtures?

Total £21950 : spent- £16270. Left to spend £5680