



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



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: |
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| <p>Percentage of children attending extracurricular activities has increased.</p> <p>Broad range of extracurricular activities on offer.</p> <p>CPD – staff involvement in gymnastics lessons.</p> <p>Qualified sports coach/Teachers to deliver at least ‘good’ quality PE lessons and working with staff to develop confidence and knowledge. Staff CPD.</p> <p>Variety of extra-curricular and intra-school events completed throughout the year.</p> <p>A variety of sports clubs for all ages.</p> <p>Continuation of a local school sports partnership in the area to allow monthly participation in sport events.</p> <p>External sports companies used to deliver opportunities for children to take part in sports/activities that they wouldn’t usually.</p> <p>Lunch time clubs organized and delivered by TAs and year 4 pupils to develop leadership skills in pupils and to target ‘less engaged’ pupils.</p> <p>Clubs and activities introduced to engage more girls to participate.</p> <p>Swimming lessons provided for all Key Stage 2 pupils.</p> | <p>Introduction of the ‘Daily Mile’ to be consistent and embedded across the school.</p> <p>Whole school system in place to track assessment in PE and for this to be embedded throughout the school (PE passport).</p> <p>Target PP and SEND children for further participation and opportunities.</p> <p>Develop the attitudes of ‘less engaged’ pupils.</p> <p>Consistent and regular monitoring of PE lessons, planning and assessment and effective feedback to be given to develop staff confidence.</p> <p>Staff to develop confidence and knowledge through CPD opportunities from external sports companies.</p> <p>Introduction of a PE school sport partnership within our school trust to offer more variety in school sports competitions.</p> <p>Lunch time clubs organized and delivered by Year 4 pupils to develop coaching and leadership skills in pupils and to target ‘less engaged’ pupils.</p> <p>Pupil premium club to target ‘less engaged’ children completed once every other week in curriculum time.</p> <p>New schemes (PE Passport) of work in place to ensure a balanced curriculum.</p> |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your Year 4 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your first school at the end of last academic year? | 91% |
| What percentage of your Year 4 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your first school at the end of last academic year? | 42% |
| What percentage of your Year 4 pupils could perform safe self-rescue in different water-based situations when they left your first school at the end of last academic year? | % N/A |
| 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: £18,020 | Date Updated: 25.10.18 | |
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| 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: |
| Introduced lunch time clubs led by Y4 pupils and Lunchtime supervisors for those children less engaged in sports. | Pupils leading a lunch time club for Y2 and Y1 children. The club lasts for 30 minutes and is observed by the Lunch time supervisor/TA. | £150 | 15 more active and engaged children .5 of these children now engaged in an extra-curricular event or club. | Introduce another lunch time club led by pupils or sports coach to increase participation levels even more. (weekly) |
| Implement a mile a day. | Develop the playground to allow daily mile to take place on a daily basis. Whole school focus on healthy lifestyles, led by teachers and PE lead. Children complete 'daily mile' around the playground during afternoon play. | £ 6000 | Whole school active for 15 minutes extra per day. Improvements in behaviour and more engaging attitudes towards physical exercise. | 'Daily mile' completed consistently throughout KS1 and KS2 daily. Becomes a big part of the school day and school ethos. |
| Pupil Premium club to target less engaged pupils. | PE lead to target children 'less engaged' in PE. Children take part in 'Pupil premium' club during lunchtime. | £2,280 | 15 children targeted as 'less engaged' and those who don't come to after school clubs now active during the school day. The club lasts for 1 hour, every other week. Children focus on diets, healthy lifestyles and take part in more physical activity. These children show a better attitude towards PE, bring PE kit and take part fully. Children to take part in a sports | For change 4 life club to be ran throughout the year. Update lists for those children it has an impact on and to introduce new children to the club. |

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| Clubs and activities for all children | PP and SEND children targeted for extra-curricular and curriculum activities. Strongly linked with sport partnerships. | £0.00 | festival and a Level 2 competition. Children to show enthusiasm for sport and to take part in extra-curricular clubs and to engage better during lessons through discussions with class teachers and sports coach. | More opportunities, engagement in lessons and suggestions for clubs from all pupils. |
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| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | % |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| PE display board in KS2 and KS1 hall | Complete PE display board in KS2 which focuses on clubs, photos from events and write ups from children. Display to be fun and engaging. Work with Sports leaders to design display. | £ 100 | Engaging display encourages children to look at clubs and events across the school. Children's photographs on the display board and names of PE star of the week will encourage more engagement from pupils. | Keep PE display up to date every half term. Involve Play leaders / Bronze Ambassadors in the layout and design. |
| Weekly celebration assembly highlights PE star from each class and to celebrate the success of those children who represented the school in a sporting event during the week. | PE star certificates to be made and distributed by the PE lead. Sports class teacher to choose 1 or 2 children to be PE star for their class. Certificate to be awarded during celebration assembly. | £ 50 | Engagement in lessons to increase in all pupils and attitude and pupils celebrated in whole school assembly (Be wise, be wonderful). Children want to take part and want to represent their school. | Whole school celebration of achievements in PE. Focus on attitude, fair play to encourage more children to engage in lessons. This to be sustained on a weekly basis throughout the year. |
| Updates on the school website/newsletter/social media platform of stories/results and performances. | Keep up to date with any results and activities that we have taken part in. Inform parents and celebrate all performances, commitments and efforts. | £ | Parents and children regularly updated on the activities and opportunities for children across the school. More children want to take part and participate in activities and competition. | Sustain information given to parents and children regarding school performances and activities completed. 'Big up' children taking part in activities and sustain this attitude across whole school. |
| Role models/ staff CPD. Look for opportunities for local sporting hero/ coaches who can inspire the children. | Research and begin search of any local sporting heroes to come into school. Also consider coaching opportunities and external providers to work alongside the class teacher to deliver good engaging lessons for the children. | £ 1000 | Staffordshire cricket coach worked alongside class teacher to provide and support ideas for developing skills in PE. Planning and activities discussed together for a half term plan. CPD for teacher confidence. Children loved to be taught by a coach and really enjoyed the lessons. | Look to organize opportunities for more staff to work alongside a professional coach to develop ideas and confidence. Aim to bring in at least 2 professionals for CPD purposes each year. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Annual staff questionnaire/audit | <p>Complete PE staff meeting and include date onto M & E cycle.</p> <p>Gather staff feedback on updated PE policy.</p> <p>Discuss and recap use of PE passport assessment tool.</p> <p>Discuss CPD opportunities and teacher confidence in areas of PE.</p> <p>Discuss planning and assessment.</p> | £ 800 | <p>Teachers given CPD opportunities to develop expertise and confidence.</p> <p>Teachers 'team teach' with PE lead/sports coach to develop ideas and confidence.</p> <p>Confidence developed for staff who need support with planning/ideas/delivery etc.</p> <p>All assessment booklets up to date for each half term. Children and teachers are aware of progress in PE.</p> <p>Staff confidence increased resulting in good lessons across school.</p> | <p>Eventually, staff will become more confident in delivering PE so that external providers will no longer be needed, and staff will then share good practice and ideas together.</p> <p>More staff will be keen to get involved in extra curricular events and clubs and will either assist sports coach or be confident enough to lead their own.</p> |
| To implement assessment tool for all key stages – PE Passport | <p>DS to purchase app</p> <p>To sit down and familiarise themselves with the app and assessment tool so that it can be implemented.</p> <p>DS to train staff on how to use the app.</p> | £800 | <p>More evidence of individual successes and achievements as the app creates a pupil PE Passport for every child.</p> | <p>All staff to be trained on how to use the app as it can be used for afterschool club registers.</p> |
| To ensure that progress and achievements are consistent throughout school. The focus will be on up-skilling some staff. | <p>Team teach' opportunities for teachers to work alongside sports PE lead.</p> <p>-arrange dates and cover to allow this</p> | | <p>Better subject knowledge for Teachers and TAs.</p> <p>Staff have increase in confidence, so they begin to assist in lessons and</p> | <p>Monitoring of PE will be consistent on an annual basis and will be in line with other subjects at school.</p> |

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| <p>Subject leader to complete lesson observations and monitoring with a member of SLT</p> | <p>to take place.</p> <p>Staff to work alongside experienced, qualified coaches.</p> <p>-arrange dates and cover, if needed, to allow this to take place.</p> <p>Staff to be given CPD opportunities to develop knowledge and confidence.</p> <ul style="list-style-type: none"> - Identify courses and enroll staff. - Arrange dates and cover to allow this to take place. <p>PE lead to deliver staff meeting/lesson to show and develop 'good' or 'outstanding' practice.</p> <ul style="list-style-type: none"> - Include CPD opportunity onto M&E cycle and arrange dates and expectations of all staff to attend. <p>PE subject lead will observe lessons and will offer feedback.</p> <p>PE subject lead to attend leadership course to develop leadership skills and management of subject.</p> <p>Establish cover dates and monitoring dates.</p> <p>Ensure time is allocated to establish for school based working.</p> | <p>£950 £1000</p> | <p>take on a more practical approach.</p> <p>Better subject skills to lead a lunch time club.</p> <p>Increased confidence in PE subject lead to observe lessons and to monitor the subject thoroughly throughout the school.</p> <p>Able to provide effective feedback and lead discussions.</p> <p><u>Outcomes for school</u></p> <ul style="list-style-type: none"> - Pupil engagement and attitude towards PE in lessons to be increased. - Knowledge, skills and assessment of pupils in PE to be increased. - Children enjoy PE, are physically active and demonstrate a desire to learn, take part and improve. - PE subject leader shows increased confidence to offer effective feedback which will result in better teaching and learning across the whole school. This will develop the skills and knowledge of the children. | <p>Staff confidence in assessment will enable teachers to complete pupil assessment in PE and will only discuss some areas of assessment with the sports coach/PE lead.</p> |
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| To develop a planning and assessment tool for all teaching staff to use. | <p>PE lead to purchase PE passport for the school to use.</p> <p>PE Lead to take part in training on how to use Pupil passport planning and assessment tool.</p> <p>PE lead to deliver staff meeting on how to use PE passport to help plan and deliver high quality PE lessons.</p> | | <p>Teachers will have a planning and assessment tool to help deliver high quality lessons.</p> <p>All Pupils will have the opportunity to develop their skills through high quality planned PE lessons.</p> | Eventually, staff will become more confident in delivering PE and using the assessment tool (PE passport) |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Additional achievements:</p> <p>to offer a wider range of activities for children to take part in both the curriculum and outside of the curriculum to get more children involved in sport. Look to introduce new sports.</p> <p>Focus on those children who do not take up additional sport and PE opportunities.</p> <p>Introduction of lunch time clubs led by Year 4 pupils and a member of staff.</p> | <p>Take part in all activities provided in the St Barts and Staffordshire Moorlands cluster.</p> <p>Aim to get staff upskilled in and involved in CPD opportunities.</p> <p>Involve external coaches to work alongside teaching staff.</p> <p>Complete pupil audit to determine what pupils would like to see.</p> | £ 1000 | <p>A variety of pupils take part in a wide range of activities throughout the year. Increased participation across KS2.</p> <p>Children who don't usually take part in sport out of school to be targeted for activities and events and will willingly want to take part in extra-curricular events and clubs when they previously may not have done. 15% increase in participation levels from previous year. These are children who have started to take part in clubs who hadn't previously.</p> | <p>Continue to encourage and highlight children who are less engaged in sport and fitness with the change 4 life club.</p> <p>Continue to select a variety of children to represent the school in events.</p> <p>Consider activities that the school and children wouldn't usually get the chance to access and work closely with the St Barts trust to share resources and ideas for opportunities.</p> |

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| <p>External agency/PE lead to deliver fun, engaging activities for children disengaged in the PE.</p> | <p>15 children targeted across KS2 as 'less engaged' in lessons.</p> <p>Teacher to plan active and engaging lessons.</p> | | <p>Weekly meetings with Year 4 sports leaders to discuss events and clubs in school. These children will be engaged in promoting sport and fitness around school.</p> <p>Younger children love being taught by the older children and queue up to take part. More children now want to join the club and want to take part in more exercise.</p> <p>Children look forward to and engage fully in the club. Some children have already begun to take part in clubs and extra-curricular activities.</p> <p>Children to join clubs outside of school.</p> <p>Very few incidents of children not bringing kit which results in good attainment and progress being made in PE.</p> <p>Achieved over 90% of children that say they enjoy PE and sport at school – this is through the pupil audit.</p> | <p>Think about increasing the number of clubs or to ask staff to assist in running an extra club at lunch time.</p> |
| <p>Improve and replenish school sports equipment to give children experience of a greater range of activities</p> | <p>Audit of current PE equipment by the subject leader.</p> | <p>£2,000</p> | <p>Wider impact as a result</p> <ul style="list-style-type: none"> - Improve behavior for targeted children - Fewer children forgetting PE kit - Pupils enjoyment of PE increasing. | <p>Encourage staff to run clubs so that children can benefit from their expertise in this area.</p> <p>After school sports club</p> <p>Schools are not reliant on external sports coaches.</p> |

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| | | | | 50% of the school to attend a club within the academic year. |
| 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: |
| <p>To introduce new competitive sports that the children have recommended in recent pupil audits.</p> <p>To engage more girls into extra-curricular sporting activities.</p> | <p>Find out which sports are most popular amongst the pupils.</p> <p>Discuss with teaching staff about the delivery of the sports.</p> <p>If equipment is needed, find out how to attain this or place order for new equipment.</p> <p>If unable to deliver by a member of staff in school, find out about pricing if club was to be led by an external coach.</p> <p>Find out which activities girls would like to participate in at school.</p> <p>Speak to staff about running these activities as lunch time club.</p> | <p>£1000</p> | <p>A member of staff has begun to complete a girl's football club which is very popular. This is another lunch time club. Girls now engaged in this which has shown a better attitude towards activity in lessons and has shown an improvement in behaviour.</p> <p>A member of staff delivering netball club which is after school which continues to be popular with the girls and boys. 16 girls and boys have joined this club which has continued the positive attitude towards sports. Some have now joined a local netball team.</p> <p>Boy's participation levels continue to rise and the introduction of 2 new sports (Dodgeball and Handball) has proven to be very popular and has kept boys engaged in new sports and activity.</p> | <p>Member of staff to gain qualification in a sport so that they can deliver the sport in school as extra curriculum or curriculum.</p> <p>Look to complete dance as an after-school club, which could be led by a member of staff due to its popularity.</p> <p>School to provide new sports by developing staff confidence and buying new equipment instead of getting in external providers to run this.</p> <p>Class teachers lead intra sporting events without the assistance of PE lead.</p> |

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| <p>Complete at least 6 intra sport events across school.</p> <p>To engage children who do not usually take part in school games.</p> <p>New sports kits for children to wear for competitions</p> | <p>Discuss with class teachers about the idea of completing competitions amongst year groups/house groups.</p> <p>Work alongside staff to set up and organize the competition and teams.</p> <p>Arrange boccia competition (within BTMAT)</p> | <p>£ 100</p> | <p>1 intra event completed already between Y3 and Y4. More planned in the diary for the year ahead. PE lead to work alongside class teachers in the organization and delivery of competition. Teachers gain confidence to lead competitions on their own. All children can take part in competitive sports and are able to begin to think tactically in teams. Children develop understanding of rules, refereeing and the importance to play fairly and show respect.</p> | |
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