



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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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:
<p>Entries into Cluster events more consistent.</p> <p>Positivity around PE and the importance of exercise (Staff and Children)</p> <p>Equipment bought for playtimes and PE lessons.</p>	<p>Links to local schools and sports clubs to embed the importance of PE outside school as well as in it.</p>

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?	%
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?	%
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?	%
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: 2017/18		Total fund allocated: £16,200	Date Updated: December 2017	
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: 45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><u>Playtime activities to increase physical activity and skills:</u></p> <p>Daily physical activity: Skipping to improve the raised heart rate of all children.</p> <p>Teaching Assistants to lead playtime activities taught through the games demonstrated during PE sessions with Sporting Influence.</p>	<p>Regular Skip to be Fit days to increase the profile and competition of daily skipping.</p> <p>Create a school/year group leaderboard – most jumps without stopping.</p> <p>Teaching assistants in years 1 and 2 to work with the staff from Sporting Influence to teach skill focused games that the children can continue to play at lunchtimes.</p> <p>Children to be awarded playtime minutes of activity by staff on duty.</p> <p>Marvellous Me Award to be given each</p>	<p>£960</p> <p>Sporting Influence – £2,880</p>	<p>Autumn Term onwards highly effective in Year 1 but not sustained throughout infant school. Enabled children in Year 1 to have active ‘brain breaks’ while developing and demonstrating learning behaviours, for example determination and resilience which are crucial across all areas of the curriculum. Supported children to further develop age appropriate gross motor skills.</p> <p>Skipping changed due to structure of the day and focus on basic skills in the morning and Year 1 children’s sustained attention. It now happens at the teacher’s discretion and is not timetabled.</p> <p>A range of staff participate in Sporting Influence sessions (1xTeacher, 5x TAs). This means that most playtimes are covered by a least one member of staff who has worked and observed children developing PE skills. The staff see the progression of basic skills using readily available equipment and are</p>	<ul style="list-style-type: none"> Allocate non-negotiable slots for each Year group. Minimum expectation of 3 sessions a week in afternoon transitions for example, after lunch and before the following session. Book Box2Bfit to relaunch in Autumn Term. Use of PESCCCL cards to generate a timetable and structure for playtime activities with rotation of adults. Possible opportunities for MSAs etc to observe Sporting Influence.

	<p>week for children reaching 1 hour of playtime activity each week.</p>		<p>able to simulate and extend these activities through providing the equipment at playtimes.</p>	<ul style="list-style-type: none"> • With introduction of PESCCCL cards. MSA's send Marvellous Me for children engaged in activity.
<p><u>New Playground equipment to promote activity.</u></p>	<p>Children to be awarded playtime minutes of activity by staff on duty. Marvellous Me Award to be given each week for children reaching 1 hour of playtime activity each week.</p>	<p>£2500</p>	<p>Football, hockey, play equipment that involves role play (English link). Children really enjoy the playing of these games and are learning about the ethos of sports and exercise. Marvellous Me Award not always given due to barriers in technology</p>	<ul style="list-style-type: none"> • Ask MSA's to suggest a child from each class who has been helpful or showing skills during lunch/breaktime.
<p><u>Mini Kicks – after school football.</u></p>	<p>Children selected through the Wellbeing questionnaire. Make sure these attend and that parents are kept informed</p>	<p>£35 per session Initial 9 sessions £315</p>	<p>Open opportunity for all Year 1 and 2 children to attend Mini Kicks. Children then selected to target children who don't usually attend after school clubs to help increase fitness in children who have sedentary lives and were not attending sporting opportunities outside school. Two terms of Mini Kicks increasing the number of children who have attended out of school sporting activities by 50% (4 children)</p>	<ul style="list-style-type: none"> • Photo of activity on Marvellous Me to encourage engagement. • Continue offering Mini Kicks/Multisports to increase participation. • Look into possibility of a gymnastics and/or other club. (ie. Scootering, yoga etc) This will vary the sports that are on offer and increase the number of places which can be offered.

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:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sporting achievement page on the school's website to recognise the children's competitions with other schools and our results.	Prepare a page for information to be uploaded to and link to the school's Facebook page.	£100	Sporting activities shared through school Facebook page or newsletter, for example Sport Relief Mile,	<ul style="list-style-type: none"> Further explore opportunities for competitions within the area potentially hosting them ourselves.
Introduce the out of school sporting achievements into the Friday celebration assembly.	Create a display in the school hall of the clubs run by school and those by local organisations. Add children's achievements to the board to develop the display. Send out a Marvellous Me Award.	£100	This happens but is lacking structure and is very much dependent on the child bringing it in.	<ul style="list-style-type: none"> Use children's own achievements to promote out of school clubs through Sports board.
Share Friday's sporting achievements in the weekly newsletter.	Create a Sports' bulletin in the Newsletter of achievements by children in and out of school.	No cost	Shared as appropriate.	<ul style="list-style-type: none"> Promote the opportunity for children to bring sporting achievements to school in the newsletter. Introduce a Sports Display in the Infant building.
Hold termly – Sports' Personality of the term Awards.	Ask staff and Sporting Influence staff to recommend a child who has made the most commitment towards their 30 minutes a day during the term. Arrange a special lunch for the children and invite a person from the Sporting community to join them. Purchase Trophies + Engraving	£200	Sporting Influence nominate up to 2 'sporting personalities' in each session which praise and promote effective sporting attitudes, for example communication, determination and team work. Sporting Influence to nominate an overall Sports Personality from each group for the 2 nd half of Summer Term.	<ul style="list-style-type: none"> Look into the potential of ordering class sets of 'fit bits' to monitor activity and commitment to increase.
Promote afterschool and local clubs and sporting events in school.	After school clubs ignite interest and serve a taster to further activities outside school; e.g. Mini Kicks Academy		Invited various companies into school to promote their Summer clubs.	<ul style="list-style-type: none"> Potential visitors towards the end of the Summer Term to promote Summer clubs

				Contact made with Sporting influence Holiday Camp, Mini Kicks, Ripon Leisure Centre, and Ripon Martial Arts.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Subject knowledge improved and confidence using sports equipment leading to high quality PE	Release one teacher for half a day a week to work with Sporting Influence in Years 1 and 2. (Summer Term) Year 1 and 2 teachers to work with dance teacher each week for Summer Term	£ 100 x 12 weeks £1200 £70 x 10 weeks £700	Teacher works for 1 session a week with Sporting Influence. This enables teacher to model and support pupil engagement for target children with less developed physical skills or emotional difficulties. This has enabled all children across KS1 to engage fully in the sessions. Sporting Influence continued into Summer Term as having real impact on basic gross motor skills development. Dance rearranged for Autumn Term.	<ul style="list-style-type: none"> Continue working alongside Sporting Influence to improve subject knowledge and confidence to teach additional session of PE during the week. Further develop Gymnastics provision.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Forest Schools: Children to receive a course of Forest School afternoons (2 hours each session). See notes below on how our Forest School meets the criteria to enhance and deliver the KS2 PE curriculum.</p>	<p>Year R, 1 and 2 receive two half terms of Forest School during the year. Each session lasts 2 hours and is delivered by a qualified teacher the Forest School Accreditation, and a trained HLTA</p>	<p>£3000</p>	<p>Opportunities to develop sporting attitudes like determination, resilience and team work. Physical skills developed through fine and gross motor activities.</p>	<ul style="list-style-type: none"> • Look into possibility of extend and enhancing Forest School experiences. • 10 minute blasts introduced using Skip2Bfit/Box2Bfit principles. • Box2B Fit contacted regarding a launch in September.
<p>Boxercise circuit training to learn new physical skills and develop stamina.</p>	<p>Children to experience Boxercise each term. School to purchase equipment to use in warm up sessions and/or daily 10 minute fitness blasts.</p>	<p>£960 £600</p>	<p>Children have learnt new skills and developed stamina through sporting influence. Circuit training incorporated into Sporting Influence sessions, which ensure maximum participation throughout the session.</p>	
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:
<p>Entry into Cluster events throughout the year.</p>	<p>PP to confirm. Link "Sports Stars" to upcoming sporting events.</p>	<p>£100</p>	<p>We have attended what has been available. For KS1 the only opportunity has been Gymnastics.</p>	<ul style="list-style-type: none"> • Explore possibility of hosting cluster events? • Possibility of getting Sporting Influence to plan intra house/assessment sessions at the end of every half term 17-18.
<p>Intra sports in PE lessons in House groups. Points won forward to Sports Day. Increased competition.</p>	<p>JH to arrange a timetable of sporting activities to be run in PE lessons (last lesson of each half term starting Spring 18)</p>	<p>£200</p>	<p>Sporting Influence worked to develop basic skills and sporting attitudes prior to planning intra house circuits Summer 18.</p>	

Forest school and PE and Sports Premium

Forest school is fundamentally an active delivery method, it is delivered outdoors on uneven ground in a physically challenging environment. The activities are planned and developed by observation and feedback to ensure maximum engagement of each child. The environment is designed to support Physical activity including a climbing tree, balance beam and seesaw and resources and tools are available to change and develop the environment to make it more physically challenging.

Session include games which not only develop core physical skills but also those of observation, marking, defense and strategy.

Outlined below are some of the ways which Forest School specifically meets the PE Curriculum for KS1 and 2:

- Development of core skills:
 - Balance and agility: The site has a climbing tree, see saw, balance beam, digging hole and uneven ground these all develop balance and agility skills
 - Coordination: The use of tools and building projects help develop co-ordination skills
 - Team games: we offer a wide range of team games including strategic games such as claim the flag and sticky mole which help develop tactics and support development of marking and defense.
 - Running, jumping, throwing and catching: forest school offers games and activities which support all of these core skills
- Forest school sessions offer cooperative physical activities in a range of challenging environments, for example den building, egg races, bridge building, making swings.
- Outdoor and adventurous activity challenges: at forest school, we work with tools and fire which not only offers the opportunity to take part in outdoor and adventurous activity challenges but also equips each child with risk assessment skills.
- Comparing performances: children revisit previous challenges and activities at forest school which allows them to compare and improve their performance.