



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Commissioned by  
**Department for Education**

Created by



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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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes: Y5 children selected and taken for extra lessons.

## 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	
<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: 45%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p><b><u>Playtime activities to increase physical activity and skills:</u></b> 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><b><u>New Playground equipment to promote activity.</u></b></p>	<p>Regular Skip to be Fit days (1 per term) to increase the profile and competition of daily skipping. Create a school/year group leaderboard – most jumps without stopping.</p> <p>Teaching assistants in years 3 and 4 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. Marvellous Me Award to be given each week for children reaching 1 hour of playtime activity each week.</p>	<p>£960</p> <p>£120/wk Sporting Influence – £2,880</p> <p>£2500</p>	<p>Totals calculated and then displayed on boards outside classrooms (Autumn 2017) This has changed due to structure of the day, although skipping ropes still available at playtimes/lunchtimes.</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>	<p>A “slot” of time needs to be created as a whole school so that the impact can be more visible.</p> <p>Contact Premier League All Stars for suggestion/workshops opportunity.</p> <p>Ask MSA’s to suggest a child from each class who has been helpful or showing skills during lunch/breaktime.</p>	

<b>Improve the number of children able to achieve the end of KS2 Swimming</b>	<p>Assess children at the end of year 4's programme of swimming, for additional catch up programme to achieve 25 Ms. This targeted group of children to receive an additional term of lessons once a week.</p>	<p>12 sessions x £80 = £960</p>	<p>Y5 children selected and swimming carried out.</p> <p>Assessment on going for Y4. Currently 12 in non-swimming group (36.4%)</p>	<p>List to be submitted for children who need to attend swimming classes (July 2018) for September 2018.</p>
<p><b>Objectives.:</b></p> <p>Additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum</p>				
<p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 5%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Sporting achievement page on the school's website to recognise the children's competitions with other schools and our results.</p>	<p>Prepare a page for information to uploaded to and link to the school's Facebook page.</p>	<p>£100</p>	<p>Monitor the Well Being Assessments.</p>	<p>Photographs used on the school Facebook page and newsletter.</p>
<p>Introduce the out of <b>school sporting achievements</b> into the Friday celebration assembly.</p>	<p>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.</p>	<p>£100</p>	<p>Certificates given to children who are representing school out of school. The children really enjoyed this (self-esteem)</p>	<p>Needs to be more consistent and regular.</p>
<p>Share Friday's sporting achievements in the weekly newsletter.</p>	<p>Create a Sports' bulletin in the Newsletter of achievements by children in and out of school.</p>	<p>No cost</p>	<p>Competitions reported in the newsletter with picture, as appropriate.</p>	<p>Further explore the structure of competitive sports in the area, potentially holding more events.</p>

<p>Hold termly – Sports’ Personality of the term Awards.</p>	<p>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.</p> <p>Purchase Trophies + Engraving</p>	<p>£200</p>		
<p>Purchase a new school sports’ strip and hoodies.</p>		<p>£300</p>	<p>Strips bought alongside a donation from the photography company.</p>	<p>Children proud to wear kit. Development of PE kit – hoodies.</p>
<p>Promote afterschool and local clubs and sporting events in school.</p>			<p>Sporting Influence after school sports promoted through in school PE lessons.</p> <p>Attendance for after school clubs: Autumn and Spring 50% attended were Y3-6. 44% were SEND 11% were Pupil Premium.</p>	<p>Ask clubs to come and take an assembly. Local sports stars (Mrs Taylor’s brother plays for Newcastle Falcons Rugby Team)</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				12%
<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>
Subject knowledge improved and confidence using sports equipment leading to high quality PE	Teachers to work with student coaches from Leeds Beckett University to deliver PE lessons and support students.  Release one teacher for half a day a week to work with Sporting Influence in Years 5 and 6. (Summer Term)  Year 3 and 4 teachers to work with dance teacher each week for Spring Term	No cost  £ 100 x 12 weeks £1200  £70 x 10 weeks £700	PP gained subject knowledge from Gymnastic sessions. Mentoring structure in place to aid students development. Gained 1 <sup>st</sup> degree in practical assessments.	School can be base for Leeds Beckett University, developing students skills in school development.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				36%
<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>
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.	Year 3 and 4 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.s Year 5 and 6 receive one half term of sessions and a residential at a North Yorkshire Outdoor Learning Facility.	£3000	Forest School carried out as timetabled. Children gained more through social interaction than actual skills within the activities. Impact on Well-being scores to be confirmed (May 2018). Skill levels haven't improved practically as they have already gained this through previous lessons.	New ideas/activities to be generated so that skill levels are extended further. Continue with the social interaction and respect for their environment aspects.

Year 5 Residential to Marrick Priory. The children extend their Forest School skills in new settings and experience other sports including archery and climbing.	Liaise with Marrick Priory to organize programme of events over three days.	£60 contribution to accommodation and tuition. 27 x £60 £1260	Trip a success. The children gained different skills through the variety of activities planned for them.	Plan ahead early for next Year's Y5 and keep contribution in line with inflation.
Boxercise circuit training to learn new physical skills and develop stamina.	Children to experience Boxercise each term. School to purchase equipment to use in warm up sessions and/or daily 10 minute fitness blasts.	£960 Equipment £600	Dave booked up. Contact made to book him in for whole school in Autumn term 2018.	Adjust the budget to carry over the amount stated. Link into Fit Bits being bought to enhance fitness experience.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				2%
<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>
Entry into Cluster events throughout the year.	PP to confirm. Link "Sports Stars" to upcoming sporting events.	£100	Teams entered to what has been available. Proving less regular due to timetabling.	Explore the possibility of more consistent fixtures through possible Sporting Influence interaction.
Intra sports in PE lessons in House groups. Points won forward to Sports Day. Increased competition.	PP to arrange a timetable of sporting activities to be run in PE lessons (last lesson of each half term starting Spring 18)	£200	Children enjoyed the competition but also the chance to work together.	Continue with this each half term to create competitive environment.



## 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.