



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

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>Children proud to represent school and improve skills through this.</p>	<p>Links to local schools and sports clubs to embed the importance of PE outside school as well as in it.</p> <p>Create a positive community affection towards exercise and sport.</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: 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: 2018/19		Total fund allocated: £16,200		Date Updated: October 2018	
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:	
<u>Playtime activities to increase physical activity and skills:</u> Daily physical activity: 20 minutes lunch, 20 minutes free play and 20 minutes structured play with MSA's and Year 6 Play Buddies Teaching Assistants to lead playtime activities taught through the games demonstrated during PE sessions with Sporting Influence.	Chris Doey, Sporting Influence, to teach MSA's and Year 6 buddies on Thursdays from 11.45 am – 12 noon. Games will be shown and the equipment that will be needed. Marvellous Me Award to be given each week for children reaching 1 hour of playtime activity each week.	As part of Sporting Influence annual fee (see below)			

Improve the number of children able to achieve the end of KS2 Swimming	<p>Objectives.: Additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum(25m)</p> <p>Assess children at the end of year 4's programme of swimming, for additional catch up programme to achieve 25m. This targeted group of children to receive an additional term of lessons once a week.</p>	£1000		
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:
<p>Play Buddies: Year 6 children trained by Mr Price in how to set up sporting activities for KS1 children at lunchtime. This is to create a positive play environment in KS1 as well as developing Young Leaders.</p>	<p>Mr Price has run sessions for Year 6 to use. Every Thursday lunchtime, Mr Price and 4 Year 6 children set up activities for Year 1 (until October half term and then Year 2 afterwards).</p> <p>A variety of games need to be used which are linked into the 20-20-20 minute structure.</p>	No cost		

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 Teachers to observe Sporting Influence for free CPD.	Teachers to work with student coaches from Leeds Beckett University to deliver PE lessons and support students.	No cost £8640 (per year)		
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:
Forest Schools Friday. Forest Schools sessions throughout the year for year groups. Broad skills taught covering emotional and social educational phases.	Continuous discussions with Forest School staff about activities and tasks.	£7273 for 39 weeks	Y4 currently having Forest Schools. Y5 up to Christmas.	

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:
Entry into Cluster events throughout the year.	PP attended Cluster PE meeting with other PE leads, where a timetable of events was produced for events throughout the year.	No cost		
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.	No cost		
Family Fun Day: on a Saturday PM to engage with parents and children and promote teamwork.	Plan, promote, participate.	No cost		
Ripon Panthers train on school premises impacting on increasing levels of participation.	Continue dialogue with parent helpers linked into Family Fun Day.			

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.