



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>All children are taught by qualified P.E coaches who provide 1 hour of good quality P.E a week</p> <p>The website, through the employment of the P.E coaches provides schemes of work and clear assessments</p> <p>Sports competitions allow children to take their passion for sport further and get to develop team-working skills as well as P.E specific skills</p>	<p>Continue with the swimming for year 6 to enable children to have an opportunity to get their 25 metres if they didn't in year 4</p> <p>Improve children's interest in extra-curricular sports club</p> <p>Embed the daily-mile throughout school every day</p> <p>Train year 5/6 to take responsibility for games during playtimes and lunchtimes (Mini Play Leaders)</p> <p>Increase the amount of competitive competitions between in school houses other schools</p>

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?	52%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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: £19090		Date Updated: 21 st July 2018	
Key indicator 1: The engagement of all 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:
					10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Purchased outdoor P.E equipment so that FS2, KS1 and KS2 can deliver all elements of the P.E curriculum effectively. Old gymnastics mats have been replaced with safer ones.	Resources have been purchased and organised in the P.E store in labelled areas for all to access easily and safely. The quantity of the resources have been increased so more children can participate in physical activities at the same time. All staff and P.E coaches have been made aware of the range of equipment available for each aspect of the curriculum and where it is stored.	£1500	More children can participate in lessons at the same time. Staff use the correct equipment for the skills being taught. Quality of teaching has increased due to being able to access the correct equipment and enjoyment for pupils has increased.	Introduce the daily mail to get all pupils to participate in regular exercise out of their designated P.E slot.	
Playground equipment has been updated for use at lunch times and playtimes.	Resources have been purchased to enable the children to participate in a range of sports on the playground. This is shared across all key stages.	£500	More children are developing their understanding of a range of games and how to play them as well as developing skills such as working as a team and communicating with each other. More children are taking part in physical exercise regularly.	The opportunity for more competition sports at lunchtime such as basketball and football.	

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:
				2%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Mini leaders have been introduced to support midday supervises in playing games at lunchtime using the equipment.	P.E coordinator has trained the mini leaders in knowing and understanding how to set up games and what equipment is required.	None	Children are participating in more organised, increased enjoyment, developed social and leadership skills, sportsman ship and making a wider circle of friends through their shared enjoyment of sport.	At the end of the academic year, children to train children in lower year groups. Key stage 2 children also to train key stage 1 children so that mini leaders can run across both lunchtimes.
The whole school to participate in more events together to enable pupils to discuss P.E with each other.	The whole school to take part in 'Skip-to-be-fit' and an assembly took place to share successes and celebrations. The whole to participate in a running event around the park and work as a team to run the most laps.	£500	Whole school competition which encouraged all children to learn how to skip. Through skipping the children were encouraged to also used mathematics and the school purchased a selection of skipping ropes for children to continue to develop this skill.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				61%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
P.E specialists have been employed to teach lessons for PPA cover. P.E specialists have successfully increased the confidence of how teaching assistants can effectively join in and support the teaching of P.E.	Every class has a P.E specialist teaching the whole range of the P.E curriculum. Child assessment is shared with teaching staff.	£11700	Children are getting higher quality P.E lessons as they are taught by P.E specialists.	Continue using P.E specialists to improve the teaching of P.E across the school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Engage more pupils in extra-curricular sport which involves taking part in activities that may be outside of the P.E curriculum.	Trained P.E specialists carry out regular lunchtime club for identified pupils.	£1500	Pupil's behavior has increased as they have been taught how to follow the rules of the game and had the regular opportunity to develop their team building skills and sportsmanship.	
Provide the opportunity for children to develop their swimming skills and water-safety.	In addition to year 4 swimming, due to transients, children to also take part in swimming in year 6 during the summer term.	£650 + £240 transport	Children are able to swim the desired length of 25 meters or more.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The school has made connections with Derby SSP to allow outside competition and activities for the whole school.	Children (year 2 and Year 5) have taken part in Derby Dance Festival. Year 5 and 6 have taken part in a football tournament.	£1500	Children have built self-esteem as they have performed in front of a wide range of schools and competed against others.	Continue to take part in tournaments throughout the academic year and encourage engagement with parents during these events.
	Cover for teachers/staff attending the competitions in school hours	£500		
Transport to competitions/festivals/fixtures	To enable the children to participate in external competitions at no cost to them.	£500	Children from all backgrounds have had the opportunity to take part in competitions.	