



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017



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>Alive for Learning week – focus on the benefits of exercise and a healthy lifestyle. Opportunities for pupils to try out new activities: yoga, hula-hooping, climbing, handball. Outside providers demonstrating sports and healthy lifestyle choices – Food Nation, Phunky Foods.</p> <p>Increased participation in competitive sports – SMART Academy inter-school competitions.</p> <p>Lunchtime and after-school sports club provision.</p>	<p>Competent swimming levels for Year 6 pupils.</p> <p>Increased daily activity levels for pupils 30 plus minutes – in particular on those days when PE lesson not timetabled.</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?	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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

*Schools may wish to provide this information in April, just before the publication deadline.

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: £17,740		Date Updated: 30.04.18	
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: 7.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> - Sign up to Living Streets – Walk to School Campaign – to promote children to walk, scoot, cycle, park and stride etc to school, rather than being dropped at the gate by car. - Golden Mile – relaunch GM to get all pupils undertaking at least 15 minutes of additional activity per day - Break and lunchtime activities supported by staff. 	<ul style="list-style-type: none"> - Pupils register daily how they got to school. Monthly badges awarded to those who walk at least once a week each month. Monthly trophy awarded to the class which is awarded the most badges. - Remark GM track. - Participation of all pupils in a physical activity. Staff training in a variety of activities to involve all pupils. - a variety of playground equipment available including balls, hoops, football posts, field markings 	<ul style="list-style-type: none"> £100 Track required - £580 Equipment: £500 Line marker + paint: £240 	<ul style="list-style-type: none"> - pupil participation in active trips to school has increased from 81.6% in January to 90.8% in April. - Pupils record activity. - Most pupils more active in PE lessons – take part without stopping to rest. Increased certificates awarded. Used to improve concentration in lessons. Improved stamina in PE. - the playgrounds in school are very active with all staff and pupils engaged in some form of physical activity. 	<ul style="list-style-type: none"> - work with parents/carers to increase the number of pupils who walk to school/park and stride. Locate a safe park and stride area. - Golden Mile embedded in school day. KS2 GM record to be displayed at KS2 yard door to encourage competition and increased participation. Introduce a monthly GM Champion. - monitor wear and tear of equipment. Work with School Council to find out what activities the children want to play. CPD for playground staff. 	
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: %

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- Celebration assembly every week recognising sporting success, ensuring the whole school is aware of the importance of PE and sport and to encourage all pupils to become involved in the celebrations.</p> <p>- Notice boards in hall, visible to parents and visitors, showing sporting activities.</p>	<p>- achievements celebrated (match results and other sporting activities are recognised, whether achieved in or outside of school).</p> <p>- boards to be updated regularly showing up and coming activities, teams.</p>		<p>- All classes will have taken part in an assembly celebration, having taken part in a School Games event and been recognised for their achievement. Posts for parents about the events on fb and twitter are well received.</p> <p>- pupils enjoy seeing photos of themselves taking part in school activities. Want to be on the board.</p>	<p>- continue to recognise pupils sporting achievements. Implement the school games ethos into own sporting events. Continue to inform parents of successes via social media. Involve parents in sporting events.</p> <p>Boards to be kept updated. Team photographs displayed.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25.3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - to increase confidence and teaching skills of staff to cover all areas of the PE curriculum. - Increased enjoyment of PE lessons by staff and pupils. - staff who undertake PE CPD will disseminate to other staff <ul style="list-style-type: none"> - All staff CPD Tennis - LSA CPD - use of outside facilitators for staff to learn from. - One TA allocated the responsibility of recording data for the swimming school charter 	<ul style="list-style-type: none"> - identify courses that offer CPD opportunities to staff, internal and external. - establish if cover is required and appoint cover staff. - ensure time is provided for school based learning. - Primary Stars deliver PE and PSHCE to pupils. - school will have up to date data on pupils swimming ability as they move up through school. 	<p>£1000</p> <p>£3500</p>	<ul style="list-style-type: none"> - better subject knowledge for TAs and HLTAs – more confident to take a more active role in lessons/lunchtimes etc. - Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. - Subject leader more confident when undertaking lesson observations/team teaching – able to provide effective feedback and lead discussions. - Increased assessment knowledge of PE. - Pupils enjoy PE and sport, are keen to learn, improve, demonstrate and be chosen for a school sports team. - Accurate records of pupils swimming ability will be accessible, highlighting if additional provision is required. 	<ul style="list-style-type: none"> - staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved. Extra activities, including those at break and lunchtimes, will continue to develop and expand. - additional PE opportunities available during Golden Time as staff become more confident delivering activities outside the curriculum, eg. Hula-hooping.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19.7%
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> <ul style="list-style-type: none"> – offer a wide range of activities within and outside the curriculum to get more pupils involved in physical activity. - find activities that will encourage those who do not take up additional PE and Sport opportunities 	<p>ALIVE FOR LEARNING WEEK:</p> <ul style="list-style-type: none"> - Range of activities for pupils, promoting a variety of sports and physical activity taster sessions. - All year groups to participate in a Newcastle PE & Schools Sports Service festival - involve external coaches to offer a variety of after-school clubs, eg, Karate, Futsal (subsidized by school) - take up opportunities to get involved in PE and sports taster sessions: judo, tag rugby 	<p>£2000</p> <p>£1500</p> <p>£1870</p> <p>Free</p>	<ul style="list-style-type: none"> - additional staff involved in sporting events expanding their knowledge and interest. - pupils participation in all events was enthusiastic and positive. - increased confidence in a variety of different physical activities. - greater depth of knowledge about why physical activity and a healthy lifestyle are important (pupils surveyed at the beginning and end of the week). - increased number of clubs on offer at lunchtime to satisfy demand from pupils for particular clubs, eg. Boys and girls football, basketball, dodgeball. - behaviour has improved during lunchtime clubs. - pupils have kit - most pupils say they enjoy the range of sporting activities offered in school. - pupils feel confident to put forward suggestions for PE sports activities and clubs to the School Council. 	<p>Repeat the event every two years.</p> <p>Introduce a variety of ‘new’ physical activities into the curriculum, lunchtime and/or after-school clubs.</p> <p>- the school is no longer dependent on experts coming in to teach PE and sports as staff are more confident and keen to teach it themselves.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Increased participation in competitive sports - engage more girls in competition - engage children who do not usually get the opportunity to take part in sporting competitions 	<ul style="list-style-type: none"> - partake in SMART Academy inter-school tournaments - sign up for boys/girls football leagues - participate in competitions organized by outside providers – NUFC and Eagles Foundations. - ensure transport is arranged to take pupils to and from sporting venues. 	£2000	<ul style="list-style-type: none"> - increased participation in clubs to secure a place on sports teams. - increased participation by girls in competitive sports - football, basketball, cross country. - more girls are keen to take part with a noticeable difference in attitudes to PE and sport. - all pupils, regardless of ethnicity, are keen to take part in the sports offered. - pupils who previously have been unable, or were not interested in taking part in competitive games are now eager to do so. 	
Other indicator identified by school: Additional swimming				Percentage of total allocation:
				2.8%
<ul style="list-style-type: none"> - To ensure all non swimmers (in Year 6) achieve 25metres thus meeting the statutory requirements of the national curriculum for PE. - all pupils 	<ul style="list-style-type: none"> - renegotiate additional pool space for an assessment session for all pupils followed by a half term plan for non-swimmers. 	£500		<ul style="list-style-type: none"> - improved records of pupil achievement in swimming to be kept by the school. - Children who do not achieve the required level of swimming by the end of Year 4 will be given boosters in Year 5.