



# 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>Our Sports Premium spending has once again had a positive impact as we continue to use it to boost pupil participation levels, increase pupil opportunities and develop staff skills and delivery.</p> <p>This year we have used the Sports Premium to buy in specialist teachers providing a CPD model to work in collaboration with our teaching staff. This has consisted of teacher observation followed by team teaching and finally staff teaching whole lessons with support.</p> <p>A track has been installed for the Daily Mile and there has been an increase in participation levels across the school, but in particular, fitness levels in KS1.</p> <p>We have also bought in a three-way shooter for use during breaks with a supply of balls. This is used regularly by both key stages and children are gaining accuracy in throwing.</p> <p>Pupils have been provided with opportunities to represent school and play in a range of competitions and tournaments, ranging from football (The Runcorn Cup) to kwik-kriket.</p> <p>Swimming ability throughout school continues to improve as we offer lessons starting in year 3 and then yearly until year 6.</p> <p>Our specialist teachers, funded by Sports Premium, have provided quality teaching of P.E. for 2 hours a week to all classes this year.</p>	<p>To review the impact of the current provision from specialist teachers and decide if it is best value.</p> <p>Continue to improve general fitness through participation in activities such as virtual competitions involving the whole school.</p> <p>Develop the outdoor play area to encourage more active participation</p> <p>Continue to develop swimming and aim for 80% of pupils leaving school being able to meet National Curriculum standard, and for school to take part in Galas if available.</p> <p>To continue to develop leadership opportunities with Buddies in KS2.</p> <p>To continue to offer a wide range of extra-curricular activities to ensure all abilities and interests are covered.</p> <p>To ensure a wider range of activities in a variety of inter-school competitions takes place throughout the year.</p> <p>To further promote sport by being involved in events like Sports Relief and encouraging parents to become more involved in physical activities with their children.</p> <p>To investigate ideas put forward by staff to use the last slot for swimming (summer 2) for the non-swimmers in both year 5 and 6 to increase percentage of overall swimmers by the end of term.</p> <p>To achieve the silver award from school games mark.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>52.5%</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	52.5%
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?	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: 2018/19	Total fund allocated: £18,200	Date Updated:		
<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: 28.5%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Embed a range of physical activities into the school day including the promotion of healthy lifestyles and fitness across the curriculum through engaging physical activities	Embed physical activity into the school day by: Sort out drainage on the school field 2 hours weekly timetabled PE lessons Organise and promote after school sports clubs Improve fitness levels in KS2 pupils. Active teaching – ensure physical activity takes place across the curriculum and key stages, in lesson planning Weekly swimming lessons for KS2 Audit resources and identify areas of need and replacement. Daily Mile track in place 3 way shooter installed Buddies are provided with a small supply of equipment to use and look after to keep the infants active during lunchtimes	£5200	Termly rolling programme (x2) allocated PE; 45 minutes timetabled slots with outside providers (cricket); KS2 class swimming lessons. After-school clubs: multi-skills, football. Daily Mile continuing to take place daily, fitness levels improving, particularly in KS1 Breakfast Club: ‘wake-up and shake up’ sessions, daily. Yr1: Five-A-Day-Fitness (daily 15 minutes in-class exercise/dance); Annually: Yr 6: skiing, badminton, basketball; bikeability. Yr 5: archery; Yr 4: orienteering and Active Hope, bushcraft skills; off-site PE lessons at OBA (high school). FS: action songs, fine and gross motor skills. Active playground: trim trail, woodland walk, tyre park; ‘buddy’ system in place to engage children’s participation in playground games. <b>Impact:</b> children are active and have regular exercise breaks during the day. Staff noting improved behaviour after being active.	Continuation of current provision; to engage specialist providers to train staff, e.g. staff meetings. Ensure all resources remain up-to-date and in good condition – regular audits to be carried out. Active Maths. Active Maths CPD purchased for all staff next year to help ensure that all children are meeting ‘Active 30 minutes’ every day.

			Playground now has Daily Mile 'spots' track and is used every day; playground has been resurfaced and pitches marked in the pen. Resurfaced early years pathway enabling access to outdoor provision safely	
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 5.5%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively	Participate in training opportunities offered by SGO  Dissemination of course/training opportunities to all staff via allocated staff meetings.  Continue to monitor appropriate outside providers ensuring the enhancement of staff skills and confidence.	£1000	Correspondence and course information posted on staff notice board_  Introduction of new initiatives/ideas from SGO, make sure staff are aware of opportunities early.	Ensure staff remain up-skilled by participation in training opportunities by outside providers.  Achieve silver standard from School Games Mark.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				55%
<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>
Hire qualified sports teachers to work with teachers to enhance or extend current opportunities	Whole school curriculum support – Edsential  6-week blocks of CPD for teaching and support staff, focused on an area of the PE curriculum which staff feel they require further support with. All staff have received 3 blocks of CPD this year.	£10,000	Staff observing lessons delivered by outside providers has led to a greater level of confidence in teaching own lessons, e.g. multi-skills, cricket coaches.  Staff are reporting an increase in confidence and subject knowledge after each block of CPD received. (Edsential Impact Statements show this)  Staff now using personal interests within lessons, e.g. athletic skills.	Ensure staff stay up-skilled by participation in training opportunities by outside providers.  CPD has again been purchased for next year, with a focus on school staff taking more of a lead role in the lessons.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				5.5%
<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>
Provide a wide range of physical activities to all children	To increase participation in after-school clubs Promote experiences of wider range of activities promoting health and well-being, e.g. cookery club Partner with other schools to run sports activities and clubs - enter or run more sport competitions	£1000	Range of activities available: swimming, daily mile, multi-skills, cricket, football, wake up and shake up, 5-a-day fitness; plus physical activities included in residential visits, e.g. skiing, squash, badminton, basketball, bushcraft skills; bikeability; archery. Impact: children are given opportunity to engage in a wide range of activities which has led in some cases to participation in out-of-school clubs, e.g. netball and park run. Children are interested in and	Continuation and further development of existing provision; offer wider range of activities to KS1 to sustain retention of teams; enhance existing provision by utilizing outside providers, e.g. coaching for football, netball. After school clubs to be planned so that they can be used as preparation for upcoming competitions and events.  Pupil voice will be used, alongside

			<p>enjoy being physical; classrooms more calm.</p> <p>A wider range of clubs has been offered to children this year, compared to last year – 2 (Archery, Active &amp; Healthy) different after school clubs have been offered to children this year.</p>	<p>participation data from this year to inform clubs offered to children next year.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p> <p>5.5%</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>To engage school with more opportunities to enter inter-school sports competitions.</p>	<p>Form and develop teams in football and cricket.</p> <p>Take part in friendly and competitive activities with local schools</p> <p>Engage more with SGO</p>	<p>£1000</p>	<p>After-school clubs ongoing and well-attended</p> <p>47.5% of children from Key Stage 1 have attended at least one after school club this year.</p> <p>43.7% of children from Key Stage 2 have attended at least one after school club this year.</p> <p>19% of children have attended a sporting competition or event this year, compared to 0% last year.</p> <p>Attendance at cricket competitions (Kwik Cricket); Football (Runcorn Cup)</p> <p>Achieved bronze award, school games mark.</p>	<p>Continue to encourage and promote participation in after-school clubs; take part in friendly matches with a view to playing in local leagues; to engage further with SGO and achieve silver award in school games mark.</p>