



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

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 Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

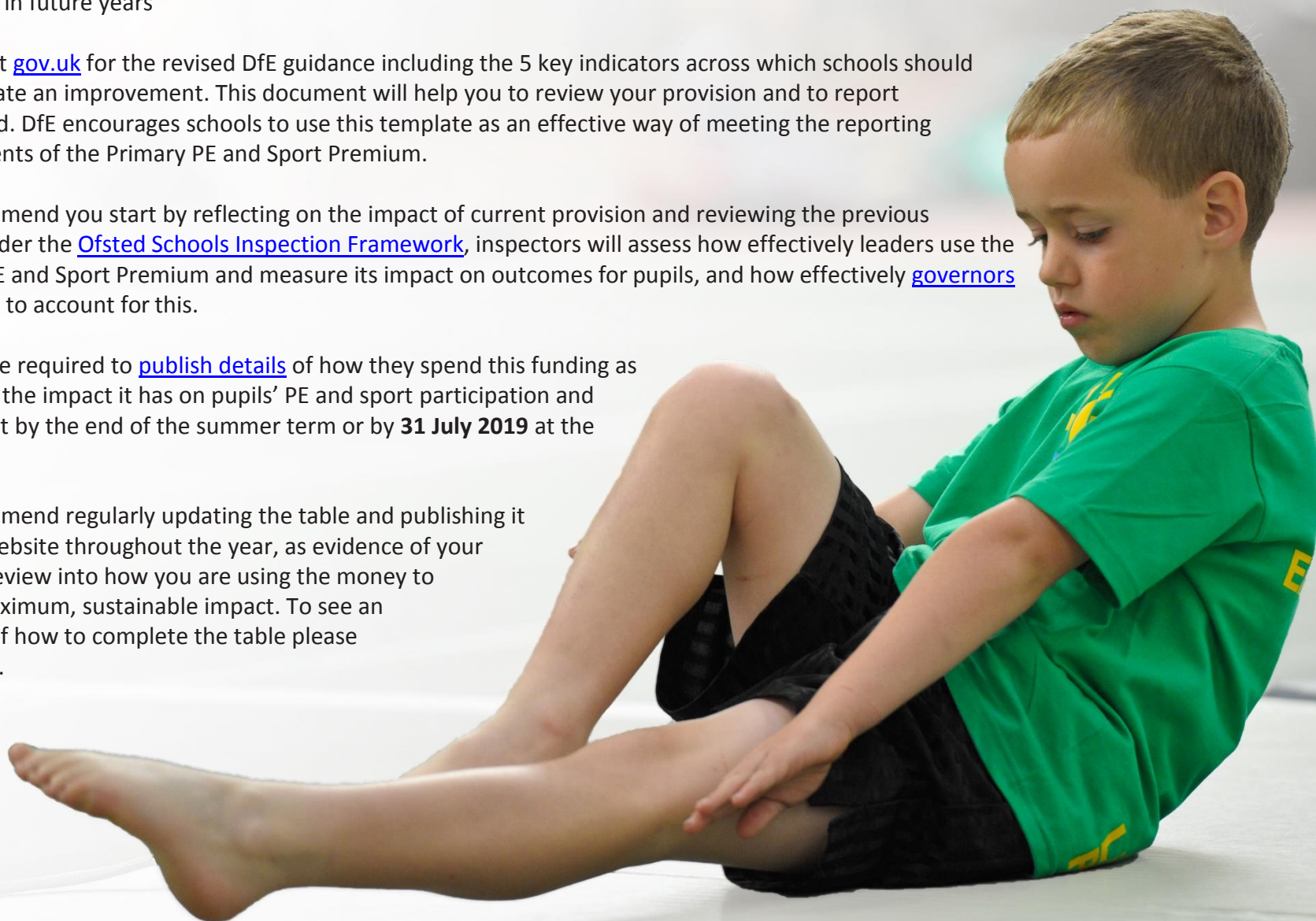
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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>Forest Schools provision was enhanced and Key Stage 2 accessing a progressive curriculum</p> <p>2 hours of high quality PE being delivered weekly in every class.</p> <p>'Change for Life' programme implemented for all Reception children.</p> <p>House tournaments organised</p>	<p>Playground Leaders trained and delivering KS1 lunchtime activities</p> <p>Sports apprentice appointed and in place to support and deliver PE including extra-curricular clubs.</p> <p>Forest Schools embedded and opportunities in KS1.</p> <p>Fitness levels of children- daily mile to be introduced.</p> <p>Children to have more active role in improving their PE skills.</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>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	90 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<p>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?</p>	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: £ 17 580	Date Updated: September	
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: 13%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Regular after school clubs including varied opportunities in order engage pupils to take regular exercise.	After school clubs for both KS1 and KS2	£ 350	Most clubs have an 80% uptake.	Regularly change the variety of clubs on offer.
Sports apprentice to support games at lunchtime and during breakfast club which extends our daily physical activity offer.	Sports to be available at lunchtime and during breakfast club.	£2000	Sports and games are available every lunchtime.	
Daily mile to provide children regular daily exercise opportunities and increase their fitness levels.	Daily mile to be introduced. Classes to aim for 3 times a week initially.	Trained during 2018-2019 for this year (allocation in last year's budget)	More Key Stage 1 children taking part in organised games during lunchtime.	
Training for Young Leaders to be playground leaders in order for more Key Stage 1 pupils to engage and take part in organise physical activities.	2 playground leaders to be leading Key Stage 1 games every lunchtime.			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				33 %
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>2 hours of high quality PE for all pupils with children having high levels of engagement.</p> <p>Ipads used for children to have a more active role in improving their own PE skills.</p>	<p>Sports apprentice to receive training and support PE sessions (2 adults per class).</p> <p>Use of Ipads for children to film their movements and game play. This will allow them to evaluate and work on specific skills.</p>	<p>See previous</p> <p>£5765</p>	<p>Children working in smaller groups resulting in more active time. Children having more feedback and support during sessions.</p> <p>Children actively using the iPads to up skill and improving their skills.</p>	<p>Apprentice to work alongside teachers to enhance their expertise in teaching P.E.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44.1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports apprentice TA to work with our PE lead to support lessons in order to be modelled high quality PE teaching.	Sports apprentice to enhance their skill set. Children to have two specialists within their lessons to support high quality teaching and learning.	See above	Children have a more active participation.	Sports coach to support the delivery of the sports curriculum to KS1.
15 I pads purchased to support and enhance the delivery of PE. Children can see high quality modelled examples on videos.	Teachers to use IT to model good examples to children.	See above	Children working more independently.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: All year groups take part in Forest Schools throughout the year ensuring a broad experience of physical education.	EYFS and Key Stage 1 to have a designated slot which is led by the Forest Schools lead.	See above	Children having a progressive Forest Schools curriculum throughout Scotch Orchard.	
After school clubs to reflect children's interests and engage more pupils.	Fencing and Extreme Frisbee		High intake on clubs.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children to have an opportunity to play team games for their house or school Take part in varied school games events including SEN	SEND competitions House sports competitions.	£500	Participation in SEND events, Boccia. All KS2 children took part in a House Competition.	Achieve the Sports Games Bronze Award in 2019-2020. Align clubs to sports competitions in order create teams to take part.