



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:
<ul style="list-style-type: none"> • Increased participation in after school sports clubs • Year 5 and 6 pupils trained as 'play leaders' with an understanding of their responsibilities. • Increased participation in a full range of competitions, tournaments and festivals. • Purchase of new equipment to support curriculum delivery. • Provided training and development for staff and PE coordinator including specialist training through CPD and liaising with the small schools' cluster. • Provision of transport for pupils to access all sporting events. • Enabled pupils to access a wider range of activities such as dance, gymnastics and taekwondo. • Increased support in swimming lessons for each class. • Improvement in planning and assessment of PE through use of Core tasks. 	<ul style="list-style-type: none"> • Increased participation for ALL pupils in sport by offering a broader range of activities and competitive opportunities both in school, at festivals and at county level. • Increase in the number of sporting events run in school linked to a competitive framework or to raise the profile of school sport and PE • Increase the range of activities available to children after school. • Increase in the number of pupils participating in an extra-curricular club. • Increase in the number of children taking part in organised sporting events in the community. • Increase in the numbers of pupils receiving at least 30 minutes of physical activity daily in school. • Improvement in the quality of planning, teaching and assessment of PE across the school.

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?	Y6 2017 100% = 4/4 Y6 2018 89% = 8/9 Y6 2019 100% = 4/4 Y6 2020
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Y6 2017 100% = 4/4 Y6 2018 89% = 8/9 Y6 2019 100% = 4/4 Y6 2020
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Y6 2019 100% = 4/4 Y6 2020
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 Additional support in the pool to develop confidence in reluctant swimmers.

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: 2019-2020	Total fund allocated: £	Date Updated:		
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:
				78%
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"> • Within school time utilise the opportunities for physical activity. • Review after school clubs for maximum attendance. • Support pupils in participating in regular physical activity. 	<ul style="list-style-type: none"> • Termly physical activity plans to monitor opportunities for physical activity and two hours of weekly curriculum PE. • Continue play leaders • Introduce Wake Up, Shake Up assembly. • Introduce Daily Mile in Summer term • Tracking student participation to monitor which pupils are walking to school, OHL, competitions, swimming, play leaders and community participation. • Continue being part of Staindrop Sports Partnership and taking part in sporting festivals and competitions with other local schools. • Continue yoga on Friday mornings • School sports coaching requests • Analysis of pupil voice questionnaires and introduce requested after school clubs. • Installation of 'outdoor gym' 	Staindrop Sports Partnership Coaching and competition structure = £ 3000 Education Enterprise support and coaching =£3449 Dance curriculum lesson and after school club = £50 a week for 5 weeks (£250) Taekwondo after school club = £30 a session for 14 weeks (£420) Street Dance = 39 x 1 hour = £1170 Football = 39 x 1 hour = £1170 £3500 + grant	Pupils are active for at least 30 minutes a day and have more awareness of healthy active lifestyles. More pupils attend an after school club and OHL. Organised activities at playtimes ensure increased activity and wider participation. Playleaders and lunchtime staff. Sport and activity session at lunchtime involved all children. Outdoor gym equipment installation to go ahead – accessible to all age groups.	

	<p>equipment to encourage a wider range of activity on the playground.</p> <ul style="list-style-type: none"> The provision of a range of outdoor gym equipment for use in lessons, at playtimes and by breakfast and after school club. 	funding/match funding		
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:
				See above SLA%
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 raise the profile of PESSPA within school, recognising whole child development through effective and high quality PESSPA (see key indicator 1, 3, 5) To recognise PESSPA supporting whole child development and academic success 	<ul style="list-style-type: none"> Celebration assemblies and award ceremonies (e.g. pupil of the match) PE Notice board Visiting coaches Leadership opportunities (Sports Leaders, PE helpers) G&T Register to show Multi Abilities (creative, social, physical, independent, cognitive) recognition for support/challenge/enrichment Access MAT taster sessions at Staindrop Academy 	Included in SLA	<p>Confident, competent pupils accessing a range of activities and competitive events both inside and outside of school.</p> <p>Emotional and physical wellbeing is maintained and improved.</p> <p>Concentration and fine and gross motor skills – improvement evident across the curriculum.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				SLA above + 6%
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"> Improve high quality PE provision across whole school (subject knowledge, pedagogy, cross curr links, whole school dev focus etc) Robust, rigorous and consistent Formative Assessment across school using Core Tasks, Assessment for Learning approaches and effective recording/tracking of pupils 	Upskilling of staff through; <ul style="list-style-type: none"> Staindrop Sports Partnership SLA (CPD element include x6 bespoke cluster CPD that includes core curriculum areas, G&T, inclusion/differentiation etc), x3 Subject Leader CPD including strategic planning, subject moderation etc, x2 school bespoke packages) Access to County Wide Training Subject Leader support Subject leader support Whole staff CPD and dissemination Subject monitoring (SL- learning walks, planning scrutiny, lesson appraisals with SLT) Staff CPD- observing pupils move, core task understanding, progression of skills 	Staindrop Sports Partnership Support and Competition Structure = SLA Cover costs to release staff for CPD where appropriate. £1000	Whole staff training- CPD records and staff evaluations, Performance Management, lesson appraisals and subject development points evaluate impact of CPD. Quality of lessons improved (appraisals, pupil assessments) Pupil outcomes improved (more pupils reaching expected and above phase/year expectations- see Core Task assessment information and progression of skills documents)	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				See above SLA %
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"> Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities. 	<ul style="list-style-type: none"> See key indicator 1 	<p>See key indicator 1</p>	<p>New clubs Taster sessions – Taekwondo, Dance, Cricket In the pupil questionnaire most pupils say they enjoy PE and Sport and want to get involved in more activities.</p> <p>Introduce new sports in 2019-20: Cross-country Boca</p>	
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 15%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> To increase and monitor the participation of pupils across school in intra school competition To increase the number of pupils in participating in inter school competition 	<ul style="list-style-type: none"> Level 1 Intra festivals e.g. end of unit class festival/competition/tournament Summer School Sports Day Schools' multi-skills festivals Cluster competitions (SLA package) x6 per year across KS1-2- 	<p>Transport to/from venues Cover costs to release staff for subject leader support where appropriate. Transport £1500 Staff £1000</p>	<p>Participation tracker for events. Monitoring provision (identifying gaps for next SLA festival arrangements)</p> <p>All children participate in a planned calendar of competitive sport and competition following on from lessons developing skills and team play.</p>	