

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:

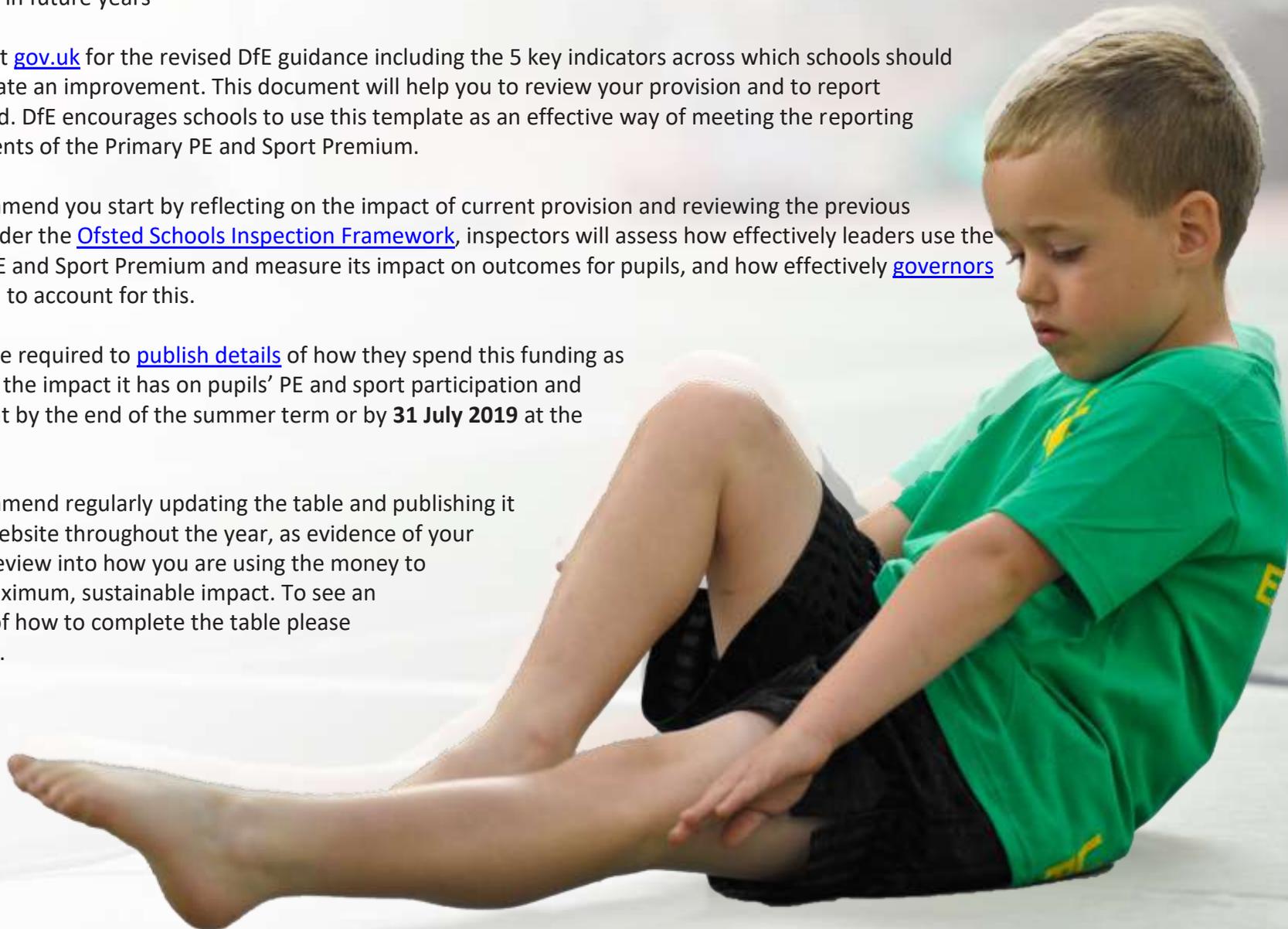
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk 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: |
|---|--|
| <ul style="list-style-type: none"> • Active planning documents for class teachers • Links developed to cycle training and use of travel app to monitor children's activity levels • Increased links to clubs and specialist sports coaching • Achievement of Platinum Sports Mark award 2018 • Strong sports club provision, especially for KS2 • Inclusive practice in all sports/PE lessons and for clubs | <ul style="list-style-type: none"> • To increase the commitment and knowledge of teaching staff in terms of active classrooms and the use of physical activity to support learning • To maintain high standards of delivery, including the current 2 hours of PE within curriculum time • To continue to enhance active playground work, including <ul style="list-style-type: none"> ○ Revisiting training for MSA staff ○ Annual training for Y5 Young Leaders ○ Further investment in equipment and games ○ Resurfacing and re-marking playground areas |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school. | <h1>62.71%</h1> |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | <h1>64.40%</h1> |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | <h1>33.89%</h1> |
| 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? | <h1>No</h1> |

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: £19000 | Date Updated: | | |
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| 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: |
| | | | | % |
| 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 continue to develop active playground provision for lunch breaks | Purchase of equipment and relevant training for staff (MSA) and Young Leaders (Y5). Investigate resurfacing (LA grant) and re-marking costs. | 2000 | Use of playground and equipment is more productive and active; Young Leaders are trained and in place in UKS2 – popularity of role continues to grow | To permanently mark playground, once resurfaces. To continue to provide/replace and augment play equipment To extend play area by addition of off-playground seating |
| <ul style="list-style-type: none"> To increase the focus on home/school travel, in particular walking, cycling, scooting | Take up offers from WightCycle (active travel week and so on) Monitor and talk about activity (using App) – focus in assemblies, provision of bike shed (storage) and bikes (training) | 2000 | Increased percentage of children and families walking/scooting/cycling to and from school Pupil conferencing reveals that children enjoy this and feel more ready to focus when they arrive. | To extend the space available for leaving bikes/scooters on school site, relocating to area within perimeter fence. To continue to promote |
| <ul style="list-style-type: none"> To continue the development of 'the Greenmount mile' daily run | Ensure that 'mile' is high on agenda and is marked out on field. Discuss alternative activities for winter months. Ensure manageable timetable is in place | 300 | Majority of children state that they enjoy the challenge of the mile and that they feel their own performance and durability have improved. | Continue to promote and plan for the mile, including consideration of how to plan around it/whole class/groups. Consider the further celebration of individual and class achievement. |

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| <ul style="list-style-type: none"> To continue the development of active classroom pedagogy, planning and provision | <p>Staff meeting input, coaching through planning, analysis of data submitted and feedback. Observation of good practice (staff) and to identify need (PE lead). Develop and use video footage of Young Leaders leading sessions</p> | 400 | <p>All classes now have elements of activity within lessons, although this currently varies, both between classes and over time. A recent survey highlighted the areas where most development is needed as well as the successes so far</p> | <p>To continue staff awareness and training. To ensure all staff can access resources To complete film of young leaders leading activities for use in classrooms.</p> |
| <ul style="list-style-type: none"> To work with children on setting personal challenges for their work in PE and Sport | <p>Discussion with teaching/HLTA staff. Assembly work with children and individual coaching sessions to aid reflection and accuracy.</p> | 250 | <p>Children are more aware of their 'personal best' performances and have developed a positive approach to improving these. They are encouraged to perform activities at home and to join clubs, where appropriate</p> | <p>To introduce personal 'challenge passports' to enable pupils to record their achievements and to link school with home/clubs. To consider personal achievement certificates to be given out in lessons</p> |

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| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation: %</p> |
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| 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"> Raise staff awareness of the role of PESS in terms of raising attainment | <p>Half termly discussion and planning meetings to cover both PE teaching and the wider impact of provision (for instance, active classrooms, travel plan) Half termly email contact, listing opportunities and initiatives and outlining competition focus and so on Half termly focused coaching of staff to ensure impact of above discussions and plans</p> | 500 | <p>Half termly emails and staff meeting discussions/coaching sessions are positively received and have further strengthened the links between coach delivery and class teaching of PE, particularly the delivery of multi-skills approach Staff members have a better understanding of the links between child health and the wider curriculum/school environment.</p> | <p>To continue to meet with/email staff to ensure that PESS continues to be strongly delivered and that the school meets/exceeds expectations in terms of outcomes and time allocation. To continue to develop staff wider understanding of child health and the role of PESS in promotion. To continue to allocate CPD courses to staff</p> |

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| <ul style="list-style-type: none"> Further develop staff awareness of the role of PESS in supporting mental health and self esteem | <p>As part of meetings and communication, deliver research-based information about links between exercise and mental health and well-being. Develop in-lesson active breaks to ensure that children remain positive and focused.</p> | <p>500</p> | <p>Meeting input has sparked valuable discussion about role of physical exercise in school, particularly around Pupil Premium children and self-esteem. Planning for physical activity breaks in lessons is increasing.</p> | <p>Monitor effect of PESS on self-esteem and attainment, particularly for PP children, to form case studies. Monitor consistent/sustainable use of active breaks in lessons across the school</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | 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: |
| <ul style="list-style-type: none"> • Delivery of in-house CPD and external training courses • Particular focus on developing coaching skills of HLTA and other support staff • Continued development of staff information emails (half termly) | <p>Ensure that training needs are identified (teaching/HLTA staff) and available courses are allocated. Develop in-house training programme to ensure coaching sessions tie in with teacher-led PE and both support competition timetable</p> <p>Continue to use staff meeting agenda time half termly and further develop email bulletin to support this.</p> | 2,250 | <p>Internal staff training is now seen as an integral part of teacher/HLTA CPD entitlement and has had a positive effect on the quality of teaching as part of a coherent package around PESS</p> <p>An increasing number of teachers attend external courses</p> | <p>Continued offer of training for staff to increase confidence</p> <p>Ensure that staff attending external training have an opportunity to feed back to colleagues</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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>Additional achievements:</p> <ul style="list-style-type: none"> • Varied PESS curriculum to meet and extend needs for all children – 16 sports delivered across the school, including Paralympic sports • External opportunities and coaching where possible – for instance, football, dance, swimming, rugby, cricket and sailing | <p>Training and development in a range of sports for staff in various year groups, delivered to children through a multi-skill approach</p> <p>Ensure that opportunities for children to develop wider range of sports is sought and acted upon</p> | <p>2,500</p> <p>5,000</p> | <p>The school is able to offer a wide range of sports and children have accessed these, both within school and through competitions/festivals and clubs. Engagement in PE is high and increasing, particularly for ‘niche’ sports</p> <p>A variety of sports are delivered in each year group through a multi-skills approach and children are encouraged to link the skills they</p> | <p>Continue to offer broad and varied diet of sport across the school, particularly in KS2, focusing on multi-skills approach in KS1/EYFS</p> <p>Be aware of sports offered locally and continue to forge links with coaches/clubs to extend offer</p> |

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| | | | 1,000develop across sports | |
| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| <ul style="list-style-type: none"> • Continue to host Sport England SGO post • Maintain platinum award SportsMark • Further develop Sports notice board • Continue to act as a host school for schools' games events, competitions and festivals | <p>Work with Sport England to ensure security of funding. Extend contract of SGO as appropriate</p> <p>Ensure that SportsMark criteria is shared with and known by SLT and teaching/HLTA staff, that this is discussed and that early notice is given to ensure attainment</p> <p>Review content of noticeboard and work with stakeholders (pupils, parents, staff, external coaches) to ensure information is relevant and appropriate. Consider location of board.</p> <p>Work with other schools and partner SGO to locate sports festivals and competitions in accessible and convenient locations. Further develop grounds to accommodate and facilitate a range of sports, including research into changing and toilet accessibility.</p> | 3,300 | <p>The school holds a Platinum SportsMark award and is on track to retain this, against existing criteria. The school continues to host an SGO, working in partnership with Sport England. The SGO is supported to access training and further professional development opportunities</p> <p>The sports notice board is located centrally outside the sports hall and is well-used, particularly by children</p> <p>Evidence of the number and success of teams across a wide range of sports can be found in the team sheet folder</p> | <p>Further development of staff roles in terms of supporting teams – including the possible appointment of a PE TA/sports support staff</p> <p>Further development of noticeboard, including the replication of information in the PESS section of the school's website</p> <p>Continue to support the SGO post and to act as a host for festivals and competitions.</p> <p>Further research the possibilities of providing changing room/toilet facilities for out of hours use.</p> |