



# 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"> <li>• Increased choice of pre and after school sports and activity clubs.</li> <li>• Increased uptake of pre and after school sports and activity clubs.</li> <li>• Improved confidence, knowledge and skills in teaching PE amongst staff through use of coaches in joint PE lessons.</li> <li>• More opportunities for less active children through use of Primary GALS, Change 4 Life and SEN specific clubs and competitions.</li> <li>• Introduction of swimming at Year 4 to increase the proficiency of swimmers.</li> <li>• Offering all children <b>at least</b> 30 minutes of physical activity a day, either at break and lunch time or through sports clubs.</li> <li>• Overall profile of PESS rose through regular recognition of sporting excellence and achievements in assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the School Sport Survey to identify aspects of PE and School sport that can be changed or improved.</li> <li>• Consistent use of lunchtime activities and equipment to improve the amount of time children can be physically active.</li> <li>• Continued targeting of children that show through our baselining that they are less physically literate than their peers.</li> <li>• Identifying those children in Y4, Y5 and Y6 who cannot swim to attend swimming lessons - funded in part by Sport Premium.</li> <li>• Investigate use of sports apprentices from Loughborough College; discuss experiences with colleagues at network meetings.</li> </ul>



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?	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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, but this is something that we intend to do in the future; this is the second year we have had Year 6 children so we are working towards ensuring all children can swim by having swimming lessons in Year 4 too. This will supplement those that were already occurring in Year 2 prior to the Year 6 children staying at the school.

## 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: £20613.76	Date Updated: August 2019	
<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:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Continue to timetable PE for all classes ensuring access to 2 hours of PE a week.  2. Offer a wide range of equipment and activities at lunch times to encourage physical activity.  3. Continued targeting of children who are less physically literate.	1. Ensure that all classes are using their allocation of PE time and that all classes have access to 2 hours a week of PE. 2. Work with Sports Leaders and coaches to provide regular lunchtime activities and loan of playtime equipment. 3. Using baseline data to identify children who may be less active than their peers, these children then work with coaches and are offered access to Energise Club, GALS or Big Moves.	1. £0  2. £200 to update equipment as needed. Training is part of LSLSSP buy in.  3. Part of LSLSSP buy in and coaching		1. Continue to work on same timetable as we use currently; increased confidence and raised profile of PE should see more consistent teaching of PE. 2. Each previous years Sports Leaders work alongside new ones to guide them in working with their peers. 3. Take up offers of training from LSLSSP so that we have some capacity to deliver these services ourselves.

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:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>1. Continued CPD for all staff with regular coaching by professionals to improve the quality of teaching and learning through greater teacher confidence.</li> <li>2. Better links to outside organisations to enable children to continue to develop their physical literacy outside of school.</li> <li>3. PE Coordinator release time – covered by Deputy Head; 2 hours each fortnight for administrating competitions, budgeting and monitoring PE effectiveness.</li> <li>4. Use of assemblies to celebrate achievements further – link PE lesson achievements with certificates from coaches.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure all staff are aware of expectations for continued use of coaches. Expectation that staff will work alongside coaches and be actively involved in lessons.</li> <li>2. Create contacts with local sports organisations to create an in-depth list for children to explore sports that they have an interest in.</li> <li>3. Release time used to coordinate competition entries, monitor coaches and staff PE lessons (this will need to be developed further) and to monitor budget.</li> <li>4. Head and Deputy Head to give a bigger platform to sporting achievements in celebration assemblies each week.</li> </ol>	<ol style="list-style-type: none"> <li>1. Detailed below, CPD detailed below.</li> <li>2. £0</li> <li>3.</li> <li>4. £0</li> </ol>		<ol style="list-style-type: none"> <li>1. Well trained staff will ensure that teaching quality and confidence is higher meaning better quality PE lessons for all children. Extra CPD for those less confident or new sports identified as needed.</li> <li>2. Once contacts are created, children will be able to further interests outside of school, developing their physical literacy and positive attitudes to physical exercise. Promotion of those links in newsletter and on school website.</li> <li>3. Raised profile of PE means that more staff are involved in competition planning.</li> <li>4. Higher profile means more children interested in achieving or being involved with sport and activity.</li> </ol>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				75%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>1. Continue to work with professional sports coaches to work <b>alongside</b> teaching staff to improve confidence, knowledge and skills of all staff.</li> <li>2. Continue to offer high quality CPD through LSLSSP membership and other avenues for all staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage staff to work with the coaches to deliver lessons, ensuring they actively participate.</li> <li>2. Through staff skills audit, offer specific courses to those with highest needs,</li> </ol>	<ol style="list-style-type: none"> <li>1. £14,000</li> <li>2. £1500</li> </ol>		<ol style="list-style-type: none"> <li>1. Well trained, confident staff should be more able to deliver good PE lessons. Staff to ask for more support and CPD if needed.</li> <li>2. Further professional learning opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning.</li> </ol>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>1. Use data from pupil School Sport survey to offer clubs and sports that interest children.</li> <li>2. Continue to offer a broad range of different sports and activities for pre and after school clubs.</li> <li>3. Embed the use of sports leaders and ambassadors to run lunchtime activities.</li> <li>4. Extra swimming lessons for children identified at the end of Y4 as needing to be able to swim 25 metres.</li> <li>5. Buy new equipment for PE as needed</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete sports survey and ask all classes to complete in ICT slot. Compile data and use to inform clubs for next academic Year.</li> <li>2. Work with club planner and Premier Sport to offer a wide range of clubs at school.</li> <li>3. Work with Sports Leaders and coaches to provide regular lunchtime activities and loan of playtime equipment.</li> <li>4. Ask Y4 swimming staff to identify children to be targeted for extra swimming. Send letters to parents of children who cannot swim 25m signposting local pools and lessons.</li> <li>5. Begin to replace old equipment and buy in new equipment as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. £0</li> <li>2. £0</li> <li>3. £(part of LSLSSP Buy in)</li> <li>4. £1000 (hire and transport)</li> <li>5. £1500</li> </ol>		<ol style="list-style-type: none"> <li>1. Regular (annual) use of survey informs PE lead of areas to improve upon in PE. Use of data to evidence these areas of strength and to develop.</li> <li>2. Clubs are well established, will need a clubs manager to continue to plan and administrate clubs.</li> <li>3. Well trained leaders will train each new cohort in running activities.</li> <li>4. As swimming takes place in two year groups, numbers of children unable to swim by Year 6 should decrease.</li> <li>5. Good quality, well stored equipment means more access to activities for all children.</li> </ol>

Key indicator 5: Increased participation in competitive sport				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:
<ol style="list-style-type: none"> <li>1. Membership of LSLSSP, OWSSA and subscriptions to local sports leagues as needed.</li> <li>2. Continue to enter as many competitions as possible.</li> <li>3. Focus on developing intra-school competitions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Renew subscriptions as needed</li> <li>2. Encourage more school staff to enter competitions for their Year Group rather than PE leader taking all responsibility.</li> <li>3. Use sports leaders to develop intra school comps, alongside PE leader, possibly using PPA release day to run at lunchtimes.</li> </ol>	<ol style="list-style-type: none"> <li>1. £2500 (LSLSSP) £200 (OWSSA)</li> <li>2. £0</li> <li>3. £0 addressed elsewhere.</li> </ol>		<ol style="list-style-type: none"> <li>1. Continued use of buy in allows competitions to run. OWSSA meetings used to identify areas of need locally or new events as they occur.</li> <li>2. Increase entries and number of teams where possible.</li> <li>3. As above, well trained sports leaders can run small competitions over lunchtimes.</li> </ol>