



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

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](http://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>We have been able to facilitate more hydrotherapy sessions for our pupils with complex physical needs providing further opportunities to develop core stability, stamina and balance, reducing barriers to learning.</li> <li>The additional year of swimming lessons ensure that each pupil can build on skills learnt in KS1 for a further year maximizing their swimming ability and potential before they leave the school.</li> <li>Expert PE coaching has developed staff skills and confidence, allowing greater variety of sport and activity in PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>See the sustainability and suggested next steps sections.</li> <li>Baselines will be collected at the start of each individual project</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 meters?	4% (1 pupil)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	Yes- (see achievement point above)

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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: £ 17,750		Date Updated: November 2018	
<b>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</b>				Percentage of total allocation: 51 %	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated :	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> <li>Pupils learn to ride a bike via balance ability programme and develop the skills required for cycling as a physical activity for exercise in their leisure time throughout their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase balance ability equipment</li> <li>Balance ability training for staff</li> <li>Purchase balance ability certificates and membership</li> </ul>	£ 2500	<ul style="list-style-type: none"> <li>Pupils participating in programme learn how to ride a bike and are able to participate in the many benefits of being able to cycle</li> </ul>	<ul style="list-style-type: none"> <li>Develop/extend as appropriate after review at end of year</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure pupils have continued safe access to bikes and trikes at play times</li> </ul>	<ul style="list-style-type: none"> <li>Purchase bike helmets to replace broken and worn out helmets</li> <li>Ensure maintenance/replacement cycle of Bikes and trikes</li> </ul>	£ 1500	<ul style="list-style-type: none"> <li>Bikes being used each playtime</li> <li>Pupils learning necessary skills to continue and extend this skill in their lives ahead</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor and replace as and when required</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to facilitate additional sessions hydrotherapy pool for our pupils with complex/physical needs providing additional opportunities to develop core stability, stamina and balance, reducing barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Employ staff specifically to support these sessions and provide the staffing ratios required for safety and application of programmes.</li> <li>Timetable slots between key stages and allocated on a need's bases</li> </ul>	£2500	<ul style="list-style-type: none"> <li>Evidence collected shows pupils are more alert and responsive in learning sessions following sessions in the hydrotherapy pool</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor and continue if suggested by end of year review</li> </ul>	

<ul style="list-style-type: none"> <li>Pupils become competent swimmers or develop confidence and learn how to enjoy swimming as a leisure and exercise activity to develop in their lives ahead</li> </ul>	<ul style="list-style-type: none"> <li>School to provide external swimming sessions in both KS 1 and 2</li> </ul>	<p>£2500</p>	<ul style="list-style-type: none"> <li>Pupils in KS2 have demonstrated that have built on skills developed in KS1 through achievement of various stages in swimming scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Our experience shows that pupils with additional needs do require this additional time to learn skills and that this further focus is required to firmly establish their swimming potential</li> </ul>
<p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 15 %</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>
<ul style="list-style-type: none"> <li>Continue with celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</li> <li>PE to be celebrated and recognized further throughout the school by the inclusion of PE in end of half term topic books</li> <li>PE learning objectives are clear to staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li>Achievements celebrated in assembly (match results + notable achievements in lessons etc.).</li> <li>Swimming achievements recognized and celebrated</li> <li>Smart Moves achievements</li> <li>Wheelchair skills</li> <li>More photo's to be taken in all PE lessons</li> <li>Photo's to be taken at playtime when children are active</li> <li>Grade 3 TA to include evidence of PE from the half term in key stage topic book</li> <li>Purchase back folders. To enable assessment objectives and syces criteria during PE lesson to be clear</li> </ul>	<p>£300</p> <p>£300</p> <p>£350</p>	<ul style="list-style-type: none"> <li>All pupils at some point in the year have taken part in assembly.</li> <li>Parents to be more aware of the PE skills happening in school</li> <li>Via school monitoring framework</li> </ul>	<ul style="list-style-type: none"> <li>Develop/extend as appropriate after review at end of year</li> </ul>

<ul style="list-style-type: none"> <li>• Staff are able easily to track pupil's physical development and use to celebrate progress and identify next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Create a new assessment framework (APP) for PE based on typical development</li> </ul>	<p>£1700</p>	<ul style="list-style-type: none"> <li>• Via progress pupils have made as evidenced in the APP</li> </ul>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				14%
<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>
<ul style="list-style-type: none"> <li>Specialist coaches to assist in delivery PE lessons provide new and innovative ideas to school staff to further develop PE delivery and opportunity in school.</li> <li>Coaches to support in standalone PE sessions and days and inspire pupils with new experiences, skills and enthusiasm .</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop relationship with Worcester University and other providers to assist with running of lunch time clubs and PE lessons. Approach coaches from Worcester Warriors, Worcester Wolves, local dance and gymnastic clubs.</li> </ul>	£2500	<ul style="list-style-type: none"> <li>Children to show a greater enthusiasm in PE sessions and for specific sports. Children to show progress in PE skills and physical development.</li> <li>Teachers to gain new knowledge and ideas for teaching subsequent PE sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Develop relationship with Key external partners (University, Rugby club etc.) further. So long term relationship is established</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				14%
<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>
<ul style="list-style-type: none"> <li>To enable focused participation in PE sessions for pupils with Sensory impairments and difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Identification and purchase of specialist equipment to enhance and enable participation of learners with sensory difficulties in PE lesson</li> <li>Preparation of guidance and instructions and staff training so staff are able to use the above effectively-s</li> </ul>	£2500	<ul style="list-style-type: none"> <li>Pupils from across the ability and needs range are able to participate effectively</li> </ul>	<ul style="list-style-type: none"> <li>Review via staff questionnaire and extend if deemed appropriate and necessary</li> </ul>
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				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>

<ul style="list-style-type: none"> <li>• Further sports clubs to be offered at lunch times</li> <li>• Key stage one students to be offered more opportunity for competitive sport e.g. in house competitions, lunch time clubs, local school competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with Worcester University</li> <li>• Liaise with out of class Grade 4 TA</li> <li>• Set up a sporting day (in house or at a local school) specifically for key stage one</li> </ul>	<p>£1000</p>	<ul style="list-style-type: none"> <li>• More children to be involved in sporting lunch clubs</li> <li>• More key stage one students to represent the school in a sporting activity</li> </ul>	
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