



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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:

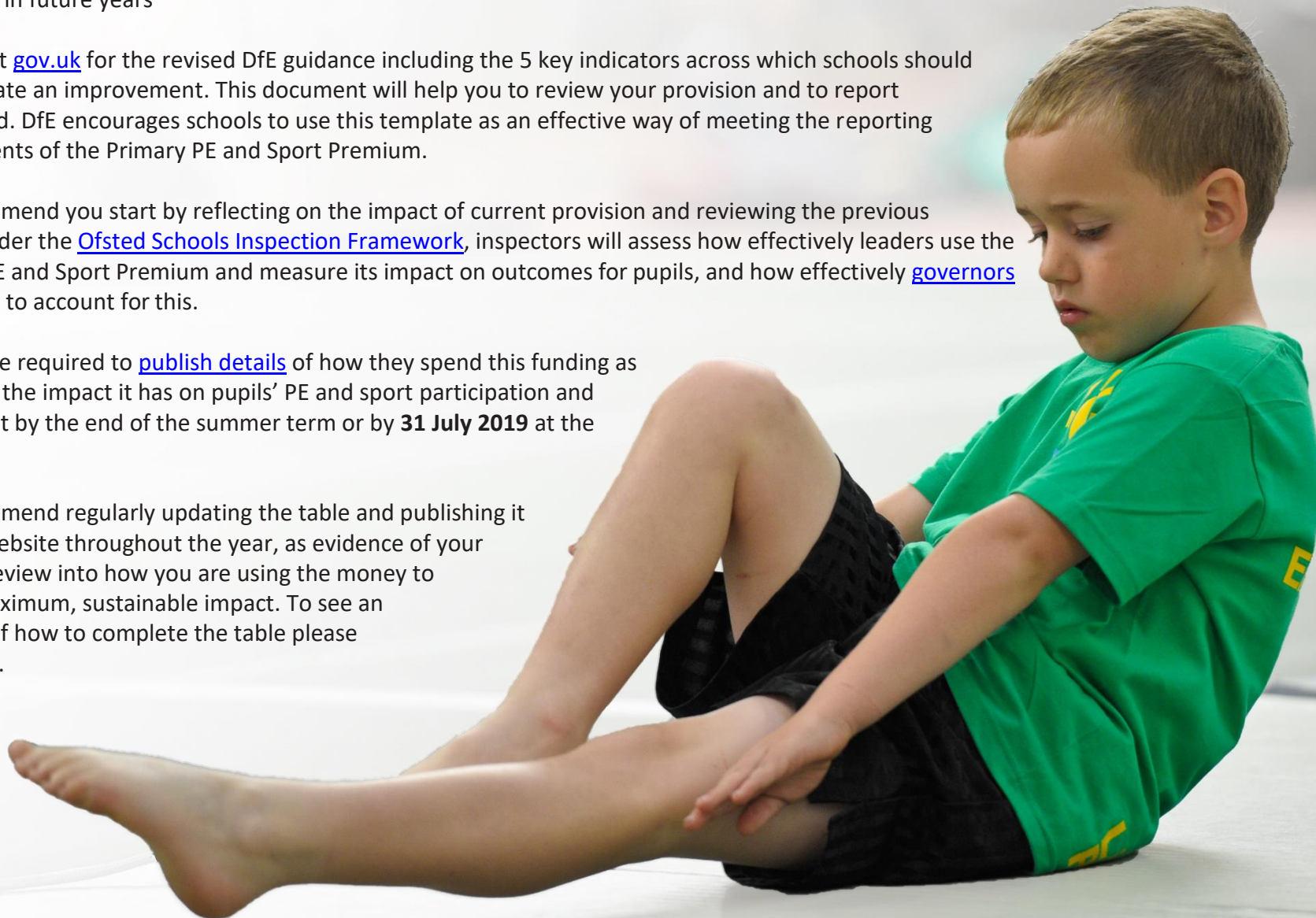
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:
<p>Part of the sports schools family for Tuxford and Bassetlaw – sporting competitions including dance, football, athletics and multi-skills.</p> <p>Local partnerships offering children the opportunity to engage in additional sporting activities, including tennis, kick boxing and rugby league.</p>	<p>Assess Year 6 cohort – competent swimmers and provide a swimming programme.</p> <p>Embed new PE curriculum – Year 1 to 6 including key knowledge assessment (paper) and key skill assessments (physical).</p> <p>Develop after school club opportunities – Yoga and Kickboxing</p> <p>Sports Champion programme (Year 5) sports day</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>	70%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	63%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	33%
<p>Top up swimming to be offered to Y6 – Cost £720 + transport (5%)</p> <p>Training to be offered to staff - TBC</p>	

<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>	<p>Yes/No</p>
<p>Funding available: £16000 plus 10 per child (237 year 1 to year 6 children = £2370) Total = £18370</p>	

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: 2019/20		Total fund allocated: £18370		Date Updated: 21.10.19	
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: 41%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £8820	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> Opportunities for physical activity to be developed at all unstructured times of the school day. For all children to be encouraged to participate in a range of physical activities. For activities to be developed that challenge children and consolidate their skills and allow them to follow their sporting interests. All children receive one hour PE teaching per week. Teachers to regularly use movement within other areas of the curriculum. E.g. Wake and Shake, Brain Gym 	<ul style="list-style-type: none"> Provide additional before and after school clubs. Mid-day supervisors to provide a wide range of free-choice sporting activities at lunchtime including activities appropriate for SEN children. 	<p>After school Yoga: 18weeks*£75= £1350</p> <p>After school Martial Arts: 18weeks*£75=£1350</p> <p>Dance coaching – Creative Arts Festival = £300</p> <p>Equipment for lunchtime activities: Bikes/Diddy cars - £370 Active trail - £3700 Equipment appropriate for SEN children £400</p>	<ul style="list-style-type: none"> The children enjoy a wide range of sporting opportunities. Pupil voice (school council) is listened to in the development of equipment, clubs and activities. Children can develop specific skills linked to their areas of interest. Vulnerable groups are monitored and specific pupils invited to join activities and clubs. 	<p>Involve the mid-day supervisors in the development of activities.</p> <p>Ask the school council what equipment would make a difference at playtimes.</p> <p>Book instructors to lead the Yoga and Kick Boxing classes.</p> <p>Once agreed, purchase the equipment for unstructured times of school day.</p> <p>Arrange dance coach to upskill Year 5 team and children.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Teachers to be aware of PESSPA: https://www.afpe.org.uk/physical-education/putting-pesspa-at-the-heart-of-school-life/	Staff meeting and feedback from teachers... <ul style="list-style-type: none"> • Survey monkey - rate, knowledge, skills and confidence to deliver PE curriculum. CPD required? How do you integrate physical activity across the curriculum subjects? • Assessment – baseline and assessments (paper and physical) • Introduce orienteering activities around the school that link to english, maths, history, geography and computing. 	Staff time to co-ordinate actions 3 days per year: £600 Training/resources £700	<ul style="list-style-type: none"> • The inclusion of PE as part of the whole school system has raised the profile with all teaching staff and the wider school community of pupils, parents and governance. • Working with teachers has enabled a more rigorous and robust approach to data analysis for both attainment and achievement. • Planning shows cross curricular links. 	<ul style="list-style-type: none"> • Set up Survey Monkey to review where are we now? • Review CPD required. • Assessment data collated and used to show attainment/progress of children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<ul style="list-style-type: none"> Shadow PE coach from Retford Oaks – Year 3 and 4 to increase knowledge and confidence of activities and SOW (rolling program) Understand demand for opportunities for CPD for all teaching staff to widen the range of sporting opportunities they can offer to pupils – within current workload Increasing opportunities for peer to peer support, observation and upskilling through cascading of information – including the use of IRIS. Training for swimming instructors 	<ul style="list-style-type: none"> Increase knowledge, skills and confidence when delivering PE activities. Shared ideas to incorporate physical activity across the curriculum subject to facilitate top up swimming. 	<p>£6000</p> <p>TBC</p>	<ul style="list-style-type: none"> Post service support questionnaire – highly regarded PE delivery, children engaged and enjoying being physically active. Staff engaged in a conversation about PE – sharing level of knowledge, skills and confidence to deliver PE. List of CPD requests for sporting clubs and or PE knowledge/skill development. Children have access to dance, gymnastics and multi-sports in addition to many games clubs such as football, basketball and table tennis. 	<p>Assessment shared with teachers as part of new curriculum assessment framework with Year 3 and 4 teachers.</p> <p>Staff who express an interest in CPD are supported to attend the training and offer the physical activity during PE lessons, lunchtime activities and/or after school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: <ul style="list-style-type: none"> Increasing opportunities for children to trial new and different sports. Develop network of local sporting professionals to inspire children. New sports included in the PE curriculum Train sports leaders. 	<ul style="list-style-type: none"> Ask pupil voice – which sports would they like to learn more about or actively engage with? Continue to develop partnerships with local clubs and professionals to offer tuition to pupils from a range of sports people. Provide equipment to facilitate participation Sports leaders lead inter house competitions 	Resources £500	<ul style="list-style-type: none"> Pupils have been able to benefit from a wide variety of opportunities which has raised aspiration and ambition within sport. 	This programme will continue with a focus on further developing local links and partnerships that further promote sporting aspirations.

Key indicator 5: Increased participation in competitive sport				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:
<ul style="list-style-type: none"> Develop opportunities to engage in competitive sport at a range of levels. Visit high performing sporting teams – aspirations 	<ul style="list-style-type: none"> School Sports Day includes all pupils – led by PE champions Competitive inter-school games opportunities every half-term planned into PE long-term plans. (DALP- including School Games, TFC) Children regularly have the opportunity to compete during PE lessons. 	<p>Funding allocated: £2100</p> <p>Sports Day materials £500</p> <p>Transport to sporting events – Jingle Jog £400</p> <p>Rounders – £200</p> <p>Other £ 1000</p> <p>Year 5 (45 children) transport to Emirates meet the players experience - Sponsorship</p>	<ul style="list-style-type: none"> Pupils engage in some competitive opportunities across the year. Pupils who would like further opportunities are able to play against other local schools as a part of our cluster schools group. 	<ul style="list-style-type: none"> We will continue to develop our local links that allow for school games against other local school as part of the family partnership with Tuxford and Bassetlaw. We will continue to plan in competitive opportunities throughout the long-term planning of PE teaching. We will continue to develop our School Sports Days.