



# 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](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 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><b>Sports mark achieved Gold 2017/18, Gold 2016/17, Silver 2015/16 &amp; Bronze 2014/15</b></p> <ul style="list-style-type: none"> <li>* Reception through to Year 6 averagely receive 2 hours each week of PE curriculum time</li> <li>* The majority of children have their PE kits in school and spare kit is given if for any reason it is not in school.</li> <li>* A specialist teacher is in school through the ASP every Monday to work with different classes and develop teacher confidence and skills.</li> <li>* PE policy is updated regularly</li> <li>* School newsletters share information on sporting activities that have taken place in that time period.</li> <li>* Staff are able to learn from, watch and take part in sessions run by high quality coaches in a range of skills and sports.</li> <li>* Children in KS2 have been offered a large variety of after school clubs covering a range of activities and sports</li> <li>* Affiliation to South Derbyshire ASP means children have access to a wide variety of sporting events and competitions .</li> </ul> | <ul style="list-style-type: none"> <li>* Children need more opportunities to be active at break and lunchtimes as well as during the school day with equipment suitable for purpose so that they are working towards the advised 30 minute target of physical activity across each school day</li> <li>* Lunch time staff are trained in mini leaders programme and support children to run activities for others</li> <li>* Children in KS1 and lower KS2 are given more opportunities to take part in a variety of sporting events and competitions</li> <li>* Set up a School Sport Council to allow pupils to play a role in shaping the sport and physical activity offer at WPS.</li> </ul> |

| Meeting national curriculum requirements for swimming and water safety – children who left JULY 2018  | 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><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p> | <p>91 %</p>                       |

|   |        |
|---|--------|
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 74%    |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 71%    |
| 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/No |

## 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.

|   |  |                                      |   |  |                                      |
|---|--|--------------------------------------|---|--|--------------------------------------|
| <b>Academic Year:</b> 2018/19   |  | <b>Total fund allocated:</b> £17,852 |   | <b>Date Updated:</b>   |                                      |
| <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:<br>% |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated:                   | Evidence and impact:  | Sustainability and suggested next steps:   |                                      |
| Children are given the opportunity to be more active in the school day, which hopefully will help with concentration and self-esteem.   | Set up the Daily Mile within school to start from February half term<br>Source training for the midday supervisors and mini-leaders to facilitate play at playtimes/ lunchtimes<br>Ensure equipment is fit for purpose, a range suitable for all ages and plentiful for the children to use.<br>Have rules displayed in playground for equipment<br>For children in reception more scooters, and trikes will be purchased along with balance bikes for the children to use.<br>Look into providing a new climbing frame/ outside equipment in EYFS (PE Coordinator to look at this for costings) | £0<br>£250<br>£1000<br>£300          | Are children becoming fitter and achieving more laps?<br>Is the extra activity having an impact in the classroom on concentration?<br>Are lunchtimes, happier and healthier for both children and midday supervisors? | Daily mile was implemented from Summer 2 for teachers and children to try. This will continue into the next academic year where hopefully the children will continue to show more resilience and improve their fitness.<br><br>With a change of midday supervisors training was held off to allow time to settle in.<br><br>As space is limited we put off buying the trikes and scooters until suitable storage can be found. |                                      |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |                                      |   |  | Percentage of total allocation:<br>% |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated:                   | Evidence and impact:  | Sustainability and suggested next steps:   |                                      |

|  |   |             |  |  |
|--|---|-------------|--|--|
| <p>School teams and individual sporting achievements are shared with the school through celebration assemblies.</p>  | <p>School sports board and regular slots in assemblies on a Friday to promote what sports have been going on as well as results and upcoming tournaments.</p> | <p>£0</p>   | <p>Are children in the school aware of the achievements of School teams?</p> | <p>Sports results have been shared with parents, children and governors through newsletters and assemblies, need to continue to promote sports events.</p> |
| <p>School noticeboard in prominent place used to display information and celebrate achievements in sport to raise profile of PE and sport to pupils, parents and visitors.</p> | <p>Set up a school sports council to raise awareness of sport as well as taking on board the views of the children.</p>                                       | <p>£200</p> |  | <p>Sports council moved to academic year 19/20</p>   |
|  | <p>Sports board to be regularly updated and used for children to sign up for activities etc</p>   | <p>£0</p>   |  | <p>Board in use and updates with results and events.</p>   |

|   |  |  |   |   |
|---|--|--|---|---|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |  |   | Percentage of total allocation:   |
|   |  |  |   | 50%   |
| <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>   |
| Staff will be more confident and more skilled in the teaching of PE in all areas of the curriculum after being able to observe a specialist teacher this will have a positive impact on children as staff skills improve.<br><br>They will also be able to observe their own children in PE situations to then be able to help them further their skills in other PE lessons. | Continue to be affiliated to the South Derbyshire Active sports partnership<br><br>Ensure Rosie Port is continued to be employed by the school through the South Derbyshire ASP increased to a full day a week rather than the half day last year. | £1500<br><br>£5500   | Children and staff will have access to ASP training and competitions.<br><br>Are staff more confident in teaching PE? Can they use the observation time to identify children who need more help or further development. | Rosie from ASP has worked across all the classes in the school over the year. Staff have been able to view her lessons, make assessments and take on board knowledge she has to enhance other lessons of PE they teach. Staff report they are feeling more confident.   |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |  |   | Percentage of total allocation:   |
|   |  |  |   | %   |
| <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>   |
| Children throughout the years are offered taster sessions, half termly blocks and termly blocks of specialist PE and activity sessions.<br><br>Children entered for tournaments and events throughout the year (including KS1).   | Continue to invite coaches and specialists into school in all areas of PE.<br>DCCT<br>Cricket<br>Dance<br>Tennis<br>Basketball<br>Bikeability<br>Early riders<br>Hula hoop workshop<br><br>PE Co-ordinator to book and organise these events       | £150<br>£500<br>£500<br>£1500<br>£150<br>£240<br>No charge<br>£250 | Children are inspired to continue these sports and that staff competence levels are increased.  | The dance sessions didn't happen this year due to unavailability of tutors, this has been moved to the Autumn term of 2019.<br><br>The number of girls who took the cricket forward to playing in the competition increased greatly from previous years. Not only did they enter the tournament but also won the South Derbyshire event, progressing and coming 2 <sup>nd</sup> in the county finals. |

| 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:  |
| Children are given opportunities to attend competitive events and festival events in KS2. | <p>Continue to fund transport for children to attend tournaments etc during school time.</p> <p>Continue to fund staff to attend these events during school time.</p> <p>Ensure children are given opportunities to prepare for competitions e.g. netball club, basketball sessions etc.</p> | <p>£1500</p> <p>£2000</p> | <p>Sept -Football tournament – no cost</p> <p>14.11 Basketball tournament (no cost)</p> <p>23.11 Football tournament (school time) £120</p> <p>Cricket finals - £120</p> <p>Tag Rugby</p> | <p>Costs for the transport went up due the number of events that the children were entered into and the amount that were in the school day, thus allowing us to transport children whose parents work and would be unable to transport them.</p> <p>Staff were given time to attend the events making sure that 2 were sent to enable children to be supervised appropriately.</p> <p>The clubs run by Rosie were linked where possible to the competitions that were coming up so half term before basketball competition children had that opportunity in school.</p> |