



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](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"> • Access to a wide range of festivals to engage more students across both key stages. • Identifying Gifted and Talented students who have been given the opportunity to attend a wide range of camps. • Specialist sports coaches to work with pupils and teachers to prepare pupils for the festivals and up skill the class etchers. 	<ul style="list-style-type: none"> • Using Staff Inset sessions to improve the confidence of staff. • Following up on whole school Active interventions such as Activity Bursts. • Begin Flying Start sessions to inspire and engage Reception pupils. • Running Chnage4Life club to use PE as a vehicle for improving behavior.

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?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95%
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 over and above the national curriculum requirements. Have you used it in this way?	Yes – we contribute through our SSP Basic Membership (see attached) to a partnership wide Top Up Swimming programme.

*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: 2017/18		Total fund allocated: £	Date Updated: 22.03.2018	
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:
<p>SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached) To impact on all students in Key Stage 1 and 2.</p> <p>Please note some aspects are deliberately targeted at least active children.</p>	<ol style="list-style-type: none"> GK to lead Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity and sensible diet choices. Introduction of the Daily Mile for all classes. Pupils complete their walk at an appropriate time of the day. Ensure that ALL pupils in KS1 attend one festival across the year. These will be in a variety of activities. Lisa Macey to work with all classes at lunchtime to deliver Dodgeball sessions. 	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> Date of Assembly and attendance. Follow up assembly before Sports Day. Classes to record how often they take part in the Daily Mile. The most active class can be rewarded in line with the whole school reward system (ERIC). Class lists of pupils in attendance and timetable of festivals. Schools newsletter report and Facebook posts. Class lists and timetable of sessions. Feedback from students and MDAs. 	<ol style="list-style-type: none"> Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the SSP. GK to deliver staff meeting on a variety of Activity Bursts to ensure regularity and variation. Track whether new pupils take part in extra-curricular activities as a result of attending a festival. Intra-school competition to take place prior to sports day. School staff would be involved in the organization. Dodgeball

	<ol style="list-style-type: none"> 5. EYFS member of staff to attend 'Healthy Movers' CPD and utilize the resources to engage our youngest students and families in being more regularly active. 6. Southend United coaches to work with Year 5 pupils to deliver a Health Related Exercise unit of work. 7. Students from Year 6 are offered Bikeability training during the February half term. The aim is to increase the number of children cycling to and from school. 		<ol style="list-style-type: none"> 5. Staff records of attendance. Tracking of how this is implemented into EYFS. 6. Class lists and photographs. Feedback from pupils taking part. 7. Register of children in attendance. Track the number of children who now cycle to school as a result of their training. 	<p>to be incorporated into the PE Curriculum.</p> <ol style="list-style-type: none"> 5. Staff CPD and resources specific to the setting. 6. Class teachers to ensure the knowledge gained from the sessions is transferred to other activity areas. 7. Celebrate the success of these students in a whole school assembly.
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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:
%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) To impact on all students and staff in Key Stage 1 and 2.</p>	<ol style="list-style-type: none"> 1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behavior at lunchtimes. 2. Book 1 x termly staff inset PE specific sessions through the SSP based on internal 	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> 1. Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes. 2. Attendance of staff at sessions, engagement, surveys of engagement. 	<ol style="list-style-type: none"> 1. Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs. 2. Survey pre and post staff on confidence and profile of PE.

	<p>staff needs to raise the profile of PE across all staff.</p> <ol style="list-style-type: none"> 3. Attendance at PE Lead meetings and share outcomes across whole school. 4. A structured plan of staff across the whole school to attend and access CPD opportunities. 5. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff. 6. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life. 		<p>Tracking systems of use of new skills.</p> <ol style="list-style-type: none"> 3. Registers and staff attendance. 4. Annual tracking of staff attending CPD mapped against whole school priorities e.g. Literacy Coordinator attending Active Literacy course. 5. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants 6. An annual plan of involvement in festivals, e.g. LSA to lead preparation of Dance Festival. Aim to engage and raise profile across all staff. 	<p>Observation of quality of delivery and links to whole school priority improvements. E.g. greater engagement of girls in PE lessons following Dance Staff Inset.</p> <ol style="list-style-type: none"> 3. Regular PE feedback slot at staff meetings to share knowledge. 4. Sharing across all staff and informing schemes of work across a range of subjects. 5. Follow up activities to projects by in – house staff and records of future engagement. 6. Develop an ethos of shared responsibility across PE, SS and PA.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p>	<ol style="list-style-type: none"> 1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff. 2. Deliver 3 x staff inset sessions based on staff audit of needs. Track impact. 3. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. 4. Attendance at SSP PE Lead meetings to gain knowledge to share. 	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> 1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery. 2. Details of staff audit, topics covered, dates and resources collected. 3. Staff records of project involvement. Staff records on follow up activities. Future interventions. 4. Records of meetings, notes and handouts. 	<ol style="list-style-type: none"> 1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations. 2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training. 3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school. 4. PE Lead has the opportunity to share within whole staff meetings.

	<p>5. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.</p> <p>6. Wider use of SSP infrastructure to network and share ideas.</p>		<p>5. Making use of the SSP resource bank to support schemes of work and lesson planning.</p> <p>6. Attend and utilize SSP networking opportunities and sharing of ideas between schools.</p>	<p>5. Central whole school base for resources accessible to all in school.</p> <p>6. Allowing staff time to attend events and then share findings.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
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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:
<p>Additional achievements: SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2</p>	<ol style="list-style-type: none"> 1. Access to broad range of Festivals, competitions and leagues. Preparing children with Lisa Macey. 2. Entering ALL KS1 children into one festival across the year. 3. Use of Lisa Macey and MDAs to increase levels of activity and range of topics covered during break and lunchtimes. 4. Engaging different students in performance based opportunities such as the 	<p>Points 1-8 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> 1. Records of events entered, records of children and participation levels and percentages across school. 2. Records of events and students selected – track pre and post levels of activity 3. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime. 4. Entry details in these events. Profile and details of students attending. 	<ol style="list-style-type: none"> 1. A plan to ensure all students have termly opportunities to prepare, attend and represent school. 2. Tracking of student's attendance and engagement in broader extra- curricular sport post event. 3. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities. 4. A school plan to allocate different opportunities to

	<p>Dance Festival, Athletics, Racket sports and Cross Country Festival. Ensuring children in school can access non-traditional sporting opportunities.</p> <ol style="list-style-type: none"> 5. Use of SSP Community club scheme to offer a wider range of extra-curricular clubs. 6. Ensure students from our school access the range of Gifted and Talented holiday camps – different students access different sports and activities. 7. Providing sports clubs to pupils FREE OF CHARGE to increase participation and allow access for ALL pupils. Activities offered this year are Swimming, Netball and Football for Key Stage 2 pupils. 		<ol style="list-style-type: none"> 5. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs. 6. Keep a record of letters, invited students and those who attended. 7. Registers are kept for attendance. Highlight which children are attending for the first time. 	<p>different year groups and target groups of children.</p> <ol style="list-style-type: none"> 5. Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a range of clubs. 6. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process. 7. Ensure that staff attend CPD courses when necessary. Provide equipment required.
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p>
	<p style="text-align: center;">%</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2</p>	<ol style="list-style-type: none"> 1. Involvement of a wide range of students in a broad offer of competitions 2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities. 3. Entry into Dance Festival 4. Development of intra (in school) competitive opportunities. 5. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond. 	<p>Points 1-5 are all funded through SSP Basic membership</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> 1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website. 2. Records of fixtures, training and participants. 3. List of students and programme from the event. 4. Annual plan of intra competition to count towards Sports Day points. 5. Records of students who attend, SSP links to local clubs. 	<ol style="list-style-type: none"> 1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis. 2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit. 3. In school performance to engage and inspire future students. 4. Build intra competition into whole school diary 5. Celebrate the success of these students.