



# 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:

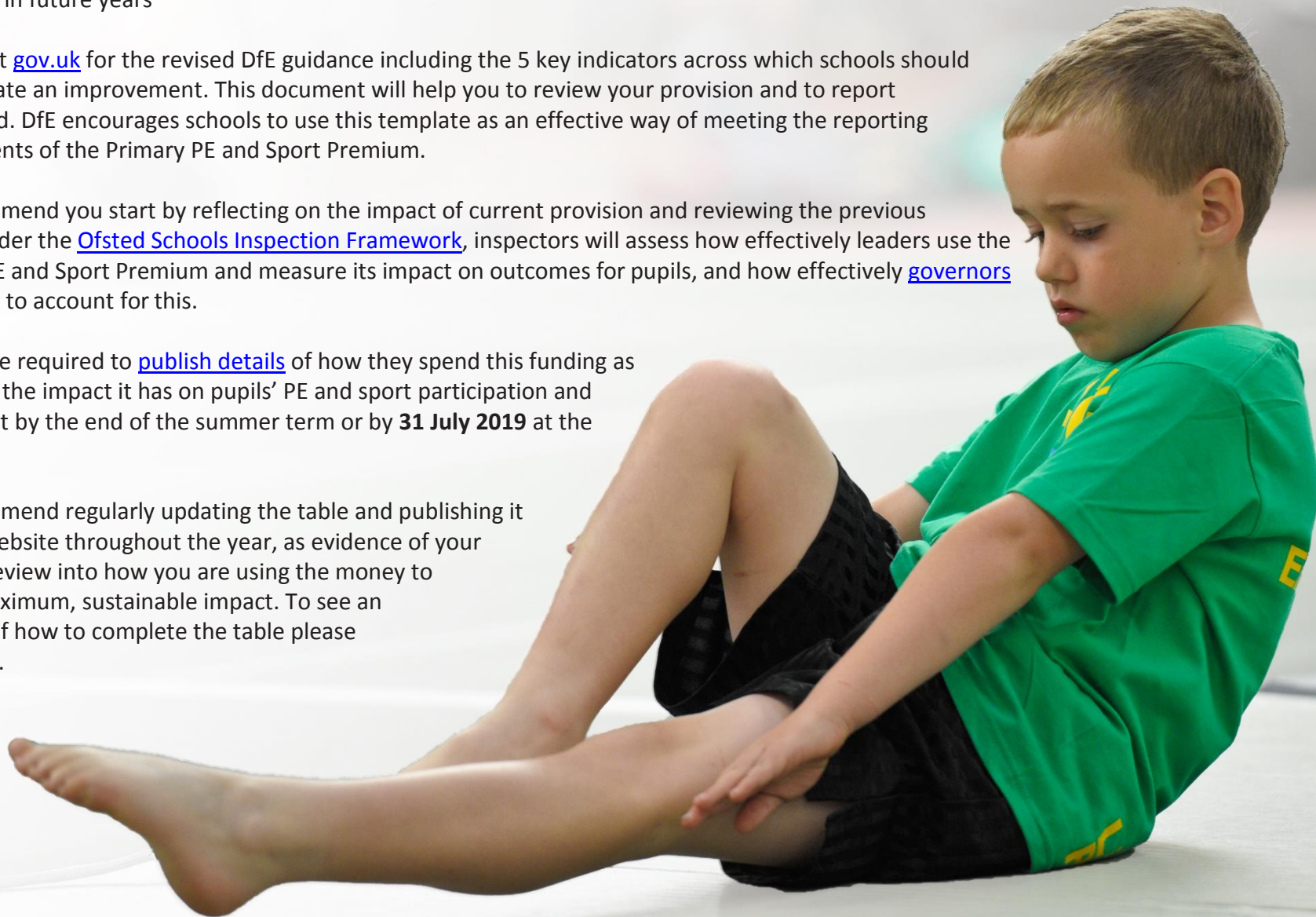
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](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 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:
<ul style="list-style-type: none"> <li>Access to a wide range of festivals to engage less active students across both key stages.</li> <li>Utilising the SSP CPD offer to ensure all staff access at least one CPD course.</li> <li>Improved confidence and confidence of 75% of teaching staff in delivering high quality Gymnastics lessons through staff inset support</li> <li>Identifying Gifted and Talented students who have attended a wide range of camps.</li> </ul>	<ul style="list-style-type: none"> <li>Using Staff Inset sessions to improve the confidence of staff in teaching Dance.</li> <li>Following up on whole school Active interventions such as Active Literacy and Active Numeracy</li> <li>Accessing further team teaching support to increase the competency of our 3 least confident teaching staff</li> <li>Running Fit4Action sessions for all classes to provide a wider and deeper understanding of the need for active lives.</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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	As above
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	As above
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 – we contribute through our SSP Basic Membership (see attached) to a partnership wide Top Up Swimming programme.

## 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: £18590	Date Updated: 4.7.2019	
<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:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands ( see attached) To impact on all students in Key Stage 1 and 2.  Please note some aspects are deliberately targeted at least active children.	1. Deliver to all children in Year 5 and 6 the SSP Fit4Action health intervention 6 week programme.	Cost included in the annual SSP subscription.	1. Dates of sessions and profile of students selected. Tracking of student's future attendance of activities.	1. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum.
	2. Access support with the completion of the Active School Planner Heat Map through the website by attending the SSP annual conference and follow up meeting in May 2018.		2. Completion of Heat Map and Action Plan. Attendance at SSP support meetings.	2. Use of recommendations and findings from the site to inform future plans and interventions.
	3. After school netball club is free to pupils. Training will take place this year in preparation for participation in the league in 2019/20.	£900	3. Register of pupils attending. Success in league 2019/20.	3. To compete in local league and encourage pupils from years 3-6 to attend.
	4. After school football club is free to pupils. Pupils compete in the local league.	£1320	4. Register of pupils regularly attending and taking part in competitive matches.	4. Promote the club in order to build new members.
	5. Equipment purchased to aid the	£1000	5. Feedback from pupils using	5. PE shed monitors to track

	<p>delivery of curriculum lessons, lunchtime activities and extra-curricular timetable.</p> <p>6. Lunchtime sports coaches to deliver an extensive programme of activities for all year groups with a range of activities. Activities change each half term.</p>	£4125	<p>the equipment and ideas for new equipment required.</p> <p>6. Register of pupils taking part who were previously inactive at lunchtime. Tracking the pupil's interest in other extra-curricular activities as a result of trying the lunchtime sports.</p>	<p>which equipment is the most popular. INSET for staff with ideas for using the equipment that they are unfamiliar with.</p> <p>6. Discussion with pupils regarding the activities offered.</p>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
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>SSP 'BASIC MEMBERSHIP MODEL' – all strands contribute to this area ( see attached)</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p>	<p>1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behaviour at lunchtimes.</p> <p>2. Attendance at PE Lead meetings and share outcomes across whole school.</p> <p>3. Engage with Team Teaching opportunities through SSP projects, Flying Start, tennis and Fit4Action for teaching and support staff.</p>	<p>Points 1&amp;2 are all funded through SSP Basic membership.</p> <p>Tennis £1650</p>	<p>1. Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes.</p> <p>2. Registers and staff attendance.</p> <p>3. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants</p>	<p>1. Tracking of interventions against whole school priority of lunch time behaviour. Use of evidence to improve future plans and training needs.</p> <p>2. Regular PE feedback slot at staff meetings to share knowledge.</p> <p>3. Follow up activities to projects by in – house staff and records of future engagement.</p>

	4. 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.		4. 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.	4. 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:
				%
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"> <li>1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff.</li> <li>2. Ensure all opportunities to team teach with SSP specialist staff is taken across projects and interventions for both teaching and support staff.</li> <li>3. Attendance at SSP PE Lead meetings to gain knowledge to share.</li> <li>4. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.</li> <li>5. Wider use of SSP infrastructure to network and share ideas.</li> </ol>	<p>Points 1-5 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"> <li>1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery.</li> <li>2. Staff records of project involvement. Staff records on follow up activities. Future interventions.</li> <li>3. Records of meetings, notes and hand-outs.</li> <li>4. Making use of the SSP resource bank to support schemes of work and lesson planning.</li> <li>5. Attend and utilize SSP networking opportunities and sharing of ideas between schools.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school.</li> <li>3. PE Lead has the opportunity to share within whole staff meetings.</li> <li>4. Central whole school base for resources accessible to all in school.</li> <li>5. Allowing staff time to attend events and then share findings.</li> </ol>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Additional achievements:</p> <p>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>	1. Access to broad range of Festivals, competitions and leagues. Preparing children.	Points 1-8 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)	1. Records of events entered, records of children and participation levels and percentages across school.(KS2 Cross Country, cheerleading, dance festival, KS1 Winter Games, KS1 Rackets Festival, KS1 Summer Games, Mini Tennis 3&4, Mini Tennis 5&6, District Sports)	1. A plan to ensure all students have termly opportunities to prepare, attend and represent school.
	2. Entering groups of children in events to build interest and enthusiasm. E.g. KS1 games and festivals.	Coach travel for all competitions entered £3500	2. Records of events and students selected – track pre and post levels of activity	2. Tracking of students' attendance and engagement in broader extra- curricular sport post event.
	3. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities.	As above	3. Entry details in these events. Profile and details of students attending.	3. A school plan to allocate different opportunities to different year groups and target groups of children.
	4. Use of SSP Community club scheme to offer a wider range of extracurricular clubs.		4. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school	4. Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in



	<ol style="list-style-type: none"> <li>5. Ensure students from our school access the range of Gifted and Talented holiday camps – different student's access different sports and activities.</li> <li>6. Lunchtime sports coaches as previously mentioned.</li> <li>7. Netball club as previously mentioned.</li> <li>8. Football club as previously mentioned.</li> </ol>		<p>clubs.</p> <ol style="list-style-type: none"> <li>5. Keep a record of letters, invited students and those who attended.</li> </ol>	<p>a range of clubs.</p> <ol style="list-style-type: none"> <li>5. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process.</li> </ol>
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
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	<ol style="list-style-type: none"> <li>1. Involvement of a wide range of students in a broad offer of competitions</li> <li>2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities.</li> <li>3. Entry into Dance Festival</li> </ol>	<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"> <li>1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website.</li> <li>2. Records of fixtures, training and participants.</li> <li>3. List of students and</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis.</li> <li>2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit.</li> <li>3. In school performance to</li> </ol>

	<p>4. Development of intra (in school) competitive opportunities.</p> <p>5. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond.</p>		<p>programme from the event.</p> <p>4. Annual plan of intra competition to act as trials for inter competition.</p> <p>5. Records of students who attend SSP links to local clubs.</p>	<p>engage and inspire future students.</p> <p>4. Build intra competition into whole school diary</p> <p>5. Celebrate the success of these students.</p>
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