



# 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"> <li>● Improved teachers confidence in planning and delivering PE lessons</li> <li>● Improved TA's confidence in supporting PE lessons</li> <li>● Increased participation in after school clubs</li> <li>● Increased club provision, especially aimed at girls</li> <li>● Developed the EYFS PD provision</li> </ul>	<ul style="list-style-type: none"> <li>● Review playtime provision, increasing activity levels on the playground, Train new play leaders</li> <li>● Audit and improve equipment available to teachers and pupils for PE lessons and on the playground</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?	% NA
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% NA

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 NA
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\*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: £16,780	Date Updated: 26/09/19		
<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: 34%
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>● Introduce playtime activity zones</li> <li>● Develop a Play leader programme</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase equipment to be used on the playground</li> <li>● Split the playground into zones to encourage different types of activity</li> <li>● Train a group of play leaders to lead activities and take responsibility for the equipment</li> <li>● Refresh training for TA's on how to promote and develop activity at playtimes</li> <li>● Employ PE teacher to develop this area</li> <li>● Make use of the weekly challenge board and playtime rules board</li> </ul>	£551	<ul style="list-style-type: none"> <li>● 10 play leaders already trained and setting up activities every playtime</li> <li>● Playtime policy agreed and implemented</li> <li>● TA's more willing to promote activity using the equipment and aware of how it improves behavior on the playground.</li> <li>● ALL children are using the equipment daily and are taking part in daily activity challenges run by the play leaders</li> </ul> <p>WIDER IMPACT:</p> <ul style="list-style-type: none"> <li>● <i>Children are all talking about the activities at playtime. They are enjoying using the equipment and they are improving their fitness and ability to be active for extended periods.</i></li> <li>● <i>The children want to be a play leader and see it as a position of leadership and responsibility</i></li> </ul>	<ul style="list-style-type: none"> <li>● Put in place play leader support booklet so new play leaders can be appointed each half term.</li> <li>● Ensure policy is continued and followed and all those involved in playtime help to encourage activity</li> <li>● TAs to continue promoting physical activity at playtimes and setting new challenges each week</li> <li>● Look at new ways to store equipment to ensure it is not damaged</li> <li>● Work with school council to make this sustainable</li> </ul>

<ul style="list-style-type: none"> <li>● Introduce new clubs: aimed at girls as at the moment it is mainly boys taking part in after school clubs</li> <li>● Identify children for intervention programmes such as Change For Life to increase activity levels</li> <li>● Daily Mile Track and launch</li> </ul>	<ul style="list-style-type: none"> <li>● PE teacher to run dance club after school</li> <li>● Family yoga club set up for 6 weeks</li> <li>● Employ specialist PE teacher to work alongside teachers to identify children who would benefit from an intervention programme</li> <li>● Specialist teacher to lead the relevant programme, involving parents where appropriate.</li> <li>● Create a track around the school grounds that can be used for the daily mile and other activities</li> <li>● Train staff on how to use the track effectively</li> <li>● Ensure all classes use this for 15 minutes per day</li> </ul>	<p>Part of the budget for PE teacher</p> <p>£8545.87</p>	<ul style="list-style-type: none"> <li>● Continued participation in the dance club with boys and girls.</li> <li>● Yoga club very successful and engaged more parents</li> <li>● Pe teacher was able to identify those children who needed a focused gross motor skills intervention. Small groups were taken out each week.</li> <li>● Identified children made progress according to their baseline and end assessment.</li> <li>● Staff and parents excited about the benefits it will bring</li> <li>● Launch event was very successful and a lot of parents engaged with it. Used the opportunity to promote change for life resources to the parents</li> <li>● All children, including reception are using the track daily.</li> <li>● The onsite nursery also makes use of the track daily</li> </ul>	<ul style="list-style-type: none"> <li>● In the summer term extend this club to reception children as well</li> <li>● To continue to provide gross motor skills support to those identified in Reception</li> <li>● Include Year 1 and 2 children in a change for life club</li> <li>● Ensure the track is used daily</li> <li>● Introduce a tracking system to see how far they travel</li> <li>● Ensure the children are regularly reminded of the benefits to being active everyday</li> </ul>
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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:
				25%
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>Employ specialist PE teacher to work to raise the profile of PE and sport</li> </ul>	<ul style="list-style-type: none"> <li>Audit current provision and create an action plan each year</li> <li>Model to children the importance of being active and how it makes them feel better about themselves.</li> <li>.Introduce new ideas to raise the profile of PE and sport</li> <li>Daily Mile</li> <li>Playtime leaders and activities</li> <li>Ensure PE lessons are active and</li> </ul>	Part of the budget for PE teacher	<ul style="list-style-type: none"> <li>Children have noticed the specialist teacher is working to improve PE and sport.</li> <li>Children are all keen to get involved in the playtime activities.</li> <li>Children talked enthusiastically about the activities they already do and the ones they would like to learn and take part in</li> <li>Reception children are excited to take part in the small group PE lessons and are keen to learn new skills</li> </ul>	<ul style="list-style-type: none"> <li>Consider ways to enable the playground zones to be sustainable</li> <li>Consider ways to ensure the high profile is maintained throughout the week</li> </ul>

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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:
<ul style="list-style-type: none"> <li>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff.</li> <li>Specialist teacher to work with staff, demonstrating and team teaching high quality PE lessons</li> <li>Specialist teacher to continue to work with EYFS developing PD provision and opportunities to develop this within the school day</li> </ul>	<ul style="list-style-type: none"> <li>Employ specialist PE teacher to work alongside the class teachers, focusing on: skipping, health and fitness, gymnastics, dance and athletics</li> <li>Review and develop PE scheme, plans and policy</li> <li>Work with TAs to demonstrate how to support within a PE lesson effectively</li> <li>Demonstrate how to use the range of equipment effectively in PE lessons</li> <li>Update the equipment</li> <li>Use the audit produced last year</li> <li>Purchase and organize equipment for PD in the EYFS area. Colour code and label all equipment boxes according to area of PD</li> <li>Create colour coded task cards for each equipment box</li> <li>Purchase equipment to develop climbing and risk taking in the EYFS area.</li> </ul>	Part of the budget for PE teacher	<ul style="list-style-type: none"> <li>Increased teacher confidence in delivering PE lessons</li> <li>Increased attainment by pupils</li> <li>Planning in place and easily accessible to all staff</li> <li>Clear provision map across the school showing continuity and progression</li> <li>ALL equipment being used by teachers throughout the year effectively in lessons</li> <li>EYFS shed organised and equipment easily accessible to children and staff</li> <li>Children using the colour coded system and taking responsibility for putting equipment back in the right box.</li> <li>Children and adults using the task cards to promote and develop key areas of PD</li> </ul>	<ul style="list-style-type: none"> <li>Teachers confident to lead their own PE lessons next year.</li> <li>Plans in place to enable teachers to do this effectively.</li> <li>Teachers to regularly check and update the equipment boxes.</li> <li>Teachers to use the task cards and matching planning sheets to aid their weekly planning</li> </ul>

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:
<ul style="list-style-type: none"> <li>To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</li> <li>Engage more girls in inter/intra school teams particularly those who are disaffected.</li> </ul>	<ul style="list-style-type: none"> <li>Employ specialist PE teacher to involve the children in more competitive sport</li> <li>Explore all possible competitions in the locality</li> <li>Set up in house competitive events such as playtime challenges, classroom challenges.</li> <li>Celebrate these in school competitions during assembly.</li> <li></li> </ul>	Part of the budget for PE teacher	This has not been implemented as yet and will be added to the following years targets.	<ul style="list-style-type: none"> <li>Specialist teacher to work to embed these new initiatives into the school ethos. The plan will be to train teachers how to run these events and competitions</li> </ul>