



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



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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"> - An extended swimming programme, following on from curriculum requirements. All of primary take part in swimming in our Hydrotherapy pool. As part of a G & T programme 7 pupils have 1 session per week at the community leisure centre 25 m pool, in addition to their hydrotherapy - Increased self-confidence, improved physical literacy through our Dance programme - YST innovation programmes 	<ul style="list-style-type: none"> - Further innovative curriculum development - Staff training - Cross-curricular whole school impact

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	% 1 pupil
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	% 4 pupils
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	% 2 pupils in a pool
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/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.

Academic Year: 2017/18	Total fund allocated: £16,959.00 £9,893.00 received Nov 2017 7/12 th	Date Nov 2017 To be updated: next allocated funding, May 2018		
Estimated total expenditure				
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				
School focus with clarity on intended impact on pupils :	Actions to achieve:		Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - To develop the 'Active School' programme; more active, healthy lifestyle habits - To introduce the 'Healthy Movers' programme to support the development of physical literacy both in school and at home - Implement the 'Physical Development and Healthy Eating' programme to empower staff with a better understanding of how to implement – 	<ul style="list-style-type: none"> - Active 30:30 is our response to this ambition, and will be developed to help reduce sedentary behavior and increase physical activity in young people outside of timetabled curriculum PE. We will address how to help influence the remaining 30 active minutes to be achieved outside of school by engaging families, clubs and community groups. - Train staff and purchase resources 		<ul style="list-style-type: none"> - At least 4 staff completed training - At least 30 active minutes embedded in school for both staff and primary pupils - At least 5% of primary pupils completing 30:30 - Healthy Movers programme implemented; observation within PE lessons to assess improved physical literacy 	<ul style="list-style-type: none"> - create a healthy ethos across primary, working towards whole school involvement, behaviour change, family engagement - pupils and families engaged in at least 30 minutes more physical activity per day, working towards 30:30
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
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"> - Use innovative programmes to progress and challenge both within curriculum and extra – curricular - Re-introduce Skills2Achieve assessment tool, developing the whole person which engages parents - My 'Personal Best' programme, character building, whole person 	<ul style="list-style-type: none"> - Introduce and embed programmes – Start to Move - Train staff, purchase resources - Staff training and access to programme on line; pupil booklets printed, parents involved in assessment process - Resources purchased - Personal target set using resource cards 		<ul style="list-style-type: none"> - Varied resources being used linked to a creative curriculum which enables progress for all - Assessment tool in place giving electronic data, parental engagement; development using multi ability approach - Personal targets achieved 	<ul style="list-style-type: none"> - Broad balanced curriculum looking at abilities, needs, aspirations, personal development, lifestyle skills - Consistent approach across primary phase - PE subject lead looking to develop a similar assessment tool appropriate to secondary
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:		Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Employ an apprentice linked to the PE department; to support high quality PE delivery, intra-school competition and extra-curricular clubs - STA training linked to Ofsted requirements for high quality input in PE/Sport 	<ul style="list-style-type: none"> - Work alongside the FE College - Train the apprentice on TOP PE, Inclusive PE CPD, multisport, MATP – sensory approach - Complete L1 coaching awards 		<ul style="list-style-type: none"> - Extra-curricular clubs in place - Intra-school competition in place - House system in place - More pupils engaged in structured physical activity 	<ul style="list-style-type: none"> - Apprentice employed by the school as a PE technician/assistant
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:		Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: <ul style="list-style-type: none"> - Review of the PE curriculum to ensure broad and balanced to enable progress for all abilities - Use community facilities to ensure challenge for more able pupils where necessary eg swimming 	<ul style="list-style-type: none"> - Rebound therapy – trampoline purchase - Dance – Specialist teacher input as part of 2hrs + - Create outdoor facilities which support confidence building, develop fitness and improve physical literacy - Swimming (2 hrs +) over and above curriculum swimming - RDA 			
Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:		Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> - Further Panathlon competition opportunities, inter-school, county, regional - Take part in L2 competition alongside mainstream schools 	<ul style="list-style-type: none"> - Multi-sport clubs to be established 		<ul style="list-style-type: none"> - Enhanced competition, increased competition opportunities, more pupils taking part - Increased skill level, self-confidence to be playing at mainstream level 	<p>Train STAs, apprentice, sports leaders on TopSportsability to ensure club facilitation and high quality support in PE lessons</p>
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