



# 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:

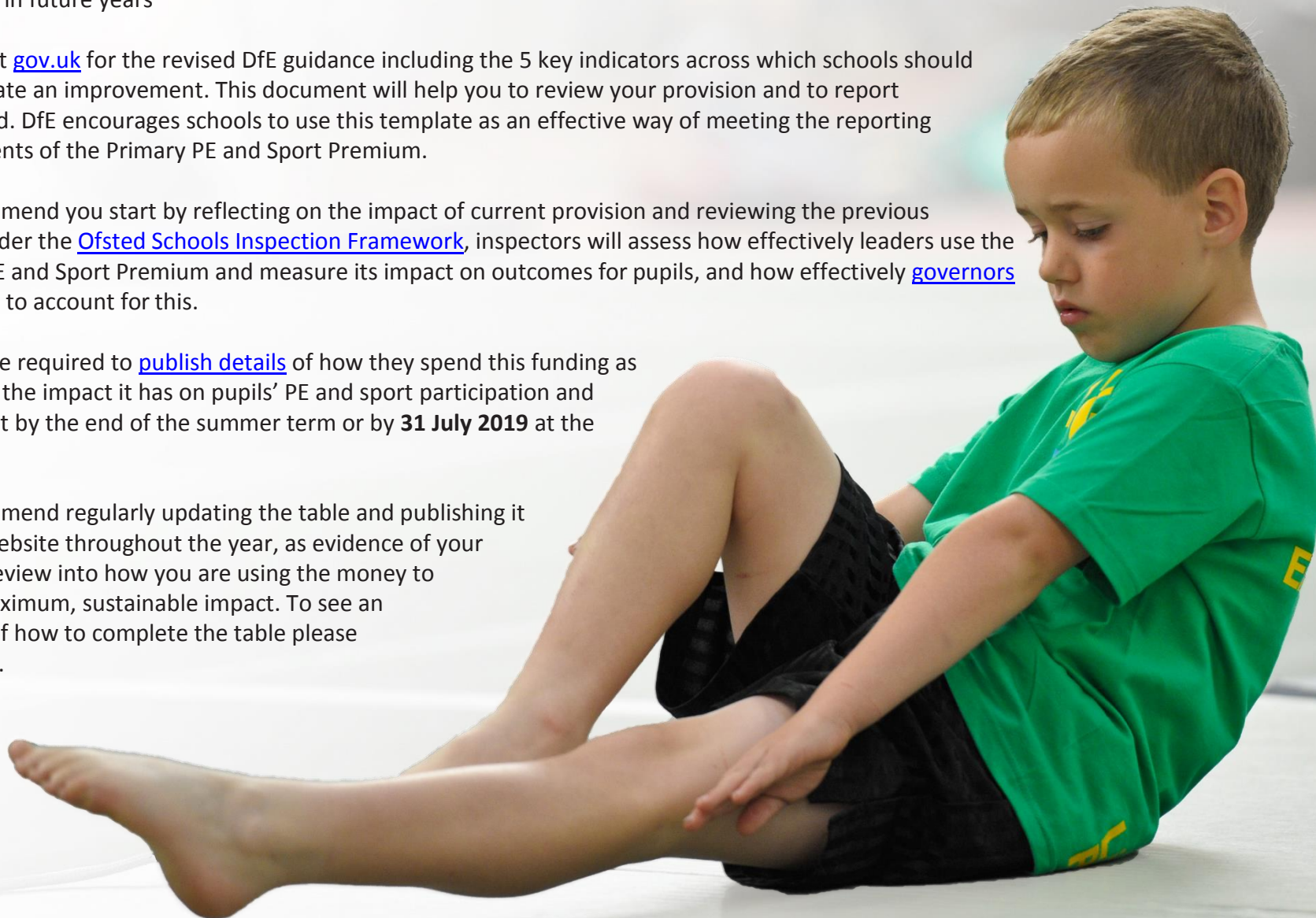
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:
<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>• 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 and 30 minutes of physical activity a day.</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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69%
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?	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: 2018/19		Total fund allocated: £16,500		Date Updated: 24.7.2019	
<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 To impact on all students in Key Stage 1 and 2.  Please note some aspects are deliberately targeted at least active children.	<ol style="list-style-type: none"> <li>SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity.</li> <li>Deliver to a target group of children in Year 3 the SSP Fit4Action health intervention 6 week programme.</li> <li>Select a group of children to attend 3 x Active Kids festivals to engage the least active students in the school in personal challenges and to develop a love of being active.</li> <li>Increase activity levels of all children.</li> </ol>	Points 1-4 are all funded through SSP Basic membership.	<ol style="list-style-type: none"> <li>Date of Assembly and attendance. Follow up Q and A by class teachers on content. Production of follow up tasks and displays.</li> <li>Dates of sessions and profile of students selected. Tracking of students future attendance of activities.</li> <li>Register and profile of selected students. Comparative data of baseline activity and track progress.</li> <li>Introduce weekly mile and increase this to daily mile.</li> </ol>	<ol style="list-style-type: none"> <li>Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the SSP.</li> <li>Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum.</li> <li>Use the Personal Challenges to chart activity between festivals. If successful widen the project to a greater number of children.</li> <li>Staff to provide support especially to the lower achievers..</li> </ol>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 To impact on all students and staff in Key Stage 1 and 2.</p>	<ol style="list-style-type: none"> <li>1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behavior at lunchtimes.</li> <li>2. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff.</li> <li>3. Attendance at PE Lead meetings and share outcomes across whole school.</li> <li>4. A structured plan of staff across the whole school to attend and access CPD opportunities.</li> <li>5. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff.</li> </ol>	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Team teaching £2925</p>	<ol style="list-style-type: none"> <li>1. Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes.</li> <li>2. Attendance of staff at sessions, engagement, surveys of engagement. Tracking systems of use of new skills.</li> <li>3. Registers and staff attendance.</li> <li>4. Annual tracking of staff attending CPD mapped against whole school priorities e.g. Literacy Coordinator attending Active Literacy course.</li> <li>5. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants</li> </ol>	<ol style="list-style-type: none"> <li>1. Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs.</li> <li>2. Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements. Eg. greater engagement of girls in PE lessons following Dance Staff Inset.</li> <li>3. Regular PE feedback slot at staff meetings to share knowledge.</li> <li>4. Sharing across all staff and informing schemes of work across a range of subjects.</li> <li>5. Follow up activities to projects by in – house staff and records of future engagement.</li> </ol>

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 High Quality PE is most prominent. 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. Deliver 3 x staff inset sessions based on staff audit of needs. Track impact.</li> <li>3. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff.</li> <li>4. Attendance at SSP PE Lead meetings to gain knowledge to share.</li> <li>5. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons</li> </ol>	<p>Points 1-5 are all funded through SSP Basic membership.</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. Details of staff audit, topics covered, dates and resources collected.</li> <li>3. Staff records of project involvement. Staff records on follow up activities. Future interventions.</li> <li>4. Records of meetings, notes and handouts.</li> <li>5. Making use of the SSP resource bank to support schemes of work and lesson planning</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. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training.</li> <li>3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school.</li> <li>4. PE Lead has the opportunity to share within whole staff meetings.</li> <li>5. Central whole school base for resources accessible to all in school.</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: SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area 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"> <li>1. Access to broad range of Festivals, competitions and leagues. Preparing children.</li> <li>2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games.</li> <li>3. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.</li> <li>4. 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.</li> </ol>	<p>Points 1-4 are all funded through SSP Basic membership.</p>	<ol style="list-style-type: none"> <li>1. Records of events entered, records of children and participation levels and percentages across school.</li> <li>2. Records of events and students selected – track pre and post levels of activity</li> <li>3. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime.</li> <li>4. Entry details in these events. Profile and details of students attending.</li> </ol>	<ol style="list-style-type: none"> <li>1. A plan to ensure all students have termly opportunities to prepare, attend and represent school.</li> <li>2. Tracking of students attendance and engagement in broader extra-curricular sport post event.</li> <li>3. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities.</li> <li>4. A school plan to allocate different opportunities to different year groups and target groups of children.</li> </ol>

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:
SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area. 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. Development of intra (in school) competitive opportunities.</li> <li>3. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond.</li> </ol>	Points 1-5 are all funded through SSP Basic membership	<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. Annual plan of intra competition to act as trials for inter competition.</li> <li>3. Records of students who attend, SSP links to local clubs.</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. Build intra competition into whole school diary</li> <li>3. Celebrate the success of these students.</li> </ol>