



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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 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:
<p>Government guidelines of increasing children's physical activity to at least 30 minutes over a school day have been implemented across the school.</p> <p>There has been a raised awareness of the importance of physical activity and health and well-being to staff, children and parents.</p> <p>There has been an offering of a wider range of extra-curricular clubs across the school.</p> <p>80.65% of children now take part in a lunch time club once a week for 6/7 weeks compared to 53% last year.</p> <p>Play leader has provided structured playtime opportunities at lunchtimes to all children to encourage them to be physically "active". Benefits include the development of core motor skills, fitness and mental well-being as well as increased social integration.</p> <p>265 children took part in a sponsored active session with Olympic gymnast Kristian Thomas and raised 1870.00 which went towards new sports equipment for the playground. Kristian Thomas also led an assembly to discuss the importance of physical activity and engagement in different sports.</p>	<p>To increase physical activity for pupils who are inactive or disengaged from physical activity during lunch times.</p> <p>To broaden the range of playground activities with permanent better quality features to create more sustainable physical activity at playtimes.</p> <p>To increase engagement in extra-curricular activities outside of school for inactive or disengaged children.</p> <p>To increase confidence, knowledge and skills of EYFS and KS1 staff in teaching PE and sport.</p> <p>To develop the assessment system for PE.</p>

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	n/a
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	n/a
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a
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?	n/a

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: £ Total funding: £16470 (16000 plus £10 x 47 Pupil Premium children)	Date Updated:		
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:
To assess and monitor children's fitness throughout the year	PE Co-ordinator (TLR) Release time to run base line measurement days and analyse data.	£2640	Results from Oct 2018: Reception averages: Year group laps - 8.87 Boys laps - 9.15 Girls laps - 8.56 Number of chn that stopped - 5.40 Number of chn that walked - 7.56 Tigers had the lowest average score. Lions had the highest score of children who stopped or walked. Year One averages: Year group laps - 15.93 Boys laps - 16.32 Girls laps - 15.65 Number of chn that stopped - 7.78 Number of chn that walked - 0 Stingrays had the lowest average score. Seahorses had the highest score of children who stopped or walked.	To highlight target groups and implement strategies to increase their physical activity during the school day. Target children to attend play leader/lunch time activities three times a week to help increase their fitness and alter their attitude towards physical activity.

			<p>Year Two averages: Year group laps - 17.61 Boys laps - 18.29 Girls laps - 16.74 Number of chn that stopped - 4.44 Number of chn that walked - 7.78 Monkeys had the lowest average score and the highest score of children who stopped or walked.</p> <p>Shows children's fitness levels at the beginning of the year.</p> <p>Identified children who still might need additional support because they are inactive or disengaged by physical activity.</p>	
To provide adult-led activities/games outside to ensure children are getting extra physical activity during the school day.	Lunch time play leader 5 times per week.	£9500 - £50 per session 5 times a week	<p>47.08% of children access the play leader group at least twice over a four week period.</p> <p>23.53% of children access the play leader group once over a four week period.</p> <p>29.39% not taking part over 4 week period.</p> <p>Gives children an extra 30 minutes extra structured physical activity once every two weeks.</p> <p>Provides children with fun/challenging games which develops children's confidence, social skills and other key skills e.g. agility, aiming, balance, flexibility, speed etc.</p>	<p>Play leader to feedback to class teachers the names of children who are not independently accessing the sessions.</p> <p>Class teacher to follow up with the children the reasons why they need to attend and nominate a session for them to do so.</p> <p>Weekly certificates to be awarded to children in assemblies which has given children a sense of achievement.</p> <p>Monitor new playground activities to assess impact on children's physical activity for children not attending the</p>

			<p>Sessions have given children ideas on how to be more active at home.</p> <p>Weekly certificates have been awarded to children in assemblies which has given children a sense of achievement.</p>	<p>sessions and for children who are inactive or disengaged in physical activity.</p>
<p>To increase physical activity during the school day.</p> <p>To encourage and inspire children to take part in a range of sports.</p>	<p>A range of lunch time clubs</p>	<p>£2404</p>	<p>100% of children have been allocated 3 clubs this year.</p> <p>Impact so far: 80.65% out of children take part in lunch time clubs compared to 53% last year.</p> <p>Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills.</p> <p>Inspired children to engage in a range of different sports.</p> <p>Increased opportunities for skill development linked to learning in PE lessons.</p> <p>Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing</p>	

			with peers from other classes/year groups).	
To increase children's physical activity during the school day.	Wake and shake - Senior lunchtime supervisor 15 mins per day	£500	<p>Monitoring: PE lead found approximately a third of children were disengaged during wake and shake.</p> <p>Action: Lunchtime staff to monitor children's participation and choose 6 children every lunchtime to be 'Wake and Shake' stars.</p> <p>Teachers to go out and join in with 'Wake and Shake' once a week.</p> <p>Develops children's core movement skills and encourages good physical development.</p> <p>Gives children ideas/routines they can practise at home (see children's views sheet)</p> <p>Improved co-ordination (gross motor skills then impacting on fine motor skills)</p> <p>Improved rhythm and timing</p>	<p>Pupil questionnaire will show % of children that like wake and shake and areas for improvement.</p> <p>School council to think of new songs/dances for Wake and Shake.</p>

<p>To increase children's physical activity in the classroom.</p> <p>To ensure children and parents are aware of the new government guidelines.</p>	<p>PE Co-ordinator (TLR)</p>	<p>£2640</p>	<p>Snapshot: 90% of children taking part in brain break activities in the classroom.</p> <p>Active Monitoring: There is some evidence of extra physical activity taking place during the school day on KS1 staffs weekly timetables.</p> <p>KS1 are now planning one Maths of the day lesson per week however this isn't always clearly shown in medium term planning in Year One.</p> <p>Parent workshops - Last year - 65 out of 269 (24%) of parents attended workshops.</p> <p>February 2019 - 62 out of 179 (35%) KS1 parents attending active/health workshops</p> <p>Active homework - Spring 2019 114 out of 360 (31.67%) children took part in active homework.</p> <p>Healthy resources/initiatives continued for children/parents to become more aware of the new government scheme e.g. change for life posters, letters to parents, healthy workshops with parents, active competitions termly with prizes etc. Children have begun to make healthier choices at home and at school as a result e.g. asking for water instead of</p>	<p>For all staff to show extra physical activity on their weekly timetables.</p> <p>EYFS and KS1 to ensure at least one active maths lesson is taught per week and this is clearly shown in medium term planning.</p> <p>To increase parent participation to 60% by giving notice, reminders on Marvellous Me, making the session explicit etc.</p> <p>To increase the number of children taking part in active homework to 60%.</p>
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			juice, asking parents for a healthy desert, looking at drinks labels during tuck time to check for green etc. whole school approaches include weekly water challenges, active brain breaks, active maths/Literacy, 5 a day/fitness videos daily in classrooms.	
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 impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase physical activity during the school day. To encourage and inspire children to take part in a range of sports.	A range of lunch time clubs	£2404	100% of children have been allocated 3 clubs this year. Impact so far: 80.65% out of children take part in lunch time clubs compared to 53% last year. Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills. Inspired children to engage in a range of different sports. Increased opportunities for skill development linked to learning in PE lessons. Clubs have encouraged children to adopt a healthy and active	Staff/premier to collect children or send out a message to remind children to go to club. Staff/Premier to let Nicola know which children do not attend club - these children to do a different club that week. PE lead to monitor groups of children who are disengaged and give them extra physical activity sessions.

			<p>lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups).</p>	
<p>To raise the profile of physical activity and health and well-being across the school.</p> <p>To make parents aware of the new government guidelines for physical activity and health.</p>	Streetly Network	£700	<p>Last year - 65 out of 269 (24%) of parents attended workshops.</p> <p>February 2019 - 62 out of 179 (35%) KS1 parents attending active/health workshops.</p> <p>Healthy workshops has made pupils and parents aware of the governments obesity strategy and gave parents ideas on how to be more 'food smart' at home through free Change4Life apps.</p> <p>Workshops highlighted how much sugar, saturated fat and salt is found in everyday food and drink that their children consume. Workshops promoted Change4Life free apps which encourage families to choose healthier options by scanning the barcode of products allowing parents to compare brands, and features food detective activities for children and mini missions the whole family can enjoy.</p>	<p>To increase parent participation to 60% by giving notice, reminders on Marvellous Me, making the session explicit etc.</p> <p>For PE lead and Streetly to lead a PE staff meeting and give out staff surveys.</p> <p>For staff to attend appropriate training in PE and assessment.</p> <p>To develop a new assessment program to monitor children's progress and achievement in PE.</p>

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>To increase children's physical activity in the classroom.</p> <p>To ensure children and parents are aware of the new government guidelines.</p>	PE Co-ordinator (TLR)	£2640	<p>Snapshot: 90% of children taking part in brain break activities in the classroom.</p> <p>Active Monitoring: There is some evidence of extra physical activity taking place during the school day on KS1 staffs weekly timetables.</p> <p>KS1 are now planning one Maths of the day lesson per week however this isn't always clearly shown in medium term planning in Year One.</p> <p>Parent workshops - Last year - 65 out of 269 (24%) of parents attended workshops.</p> <p>February 2019 - 62 out of 179 (35%) KS1 parents attending active/health workshops</p> <p>Active homework - Spring 2019 114 out of 360 (31.67%) children took part in active homework.</p> <p>Healthy resources/initiatives continued for children/parents to become more aware of the new</p>	<p>For all staff to show extra physical activity on their weekly timetables.</p> <p>EYFS and KS1 to ensure at least one active maths lesson is taught per week and this is clearly shown in medium term planning.</p> <p>To increase parent participation to 60%.</p> <p>To increase the number of children taking part in active homework to 60%.</p>

			<p>government scheme e.g. change for life posters, letters to parents, healthy workshops with parents, active competitions termly with prizes etc. Children have begun to make healthier choices at home and at school as a result e.g. asking for water instead of juice, asking parents for a healthy desert, looking at drinks labels during tuck time to check for green etc.</p> <p>whole school approaches include weekly water challenges, active brain breaks, active maths/Literacy, 5 a day/fitness videos daily in classrooms.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>To increase physical activity during the school day.</p> <p>To encourage and inspire children to take part in a range of sports.</p>	<p>A range of lunch time clubs</p>	<p>£2404</p>	<p>100% of children have been allocated 3 clubs this year.</p> <p>Impact so far: 80.65% out of children take part in lunch time clubs compared to 53% last year.</p> <p>Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills.</p>	<p>Staff/premier to collect children or send out a message to remind children to go to club.</p> <p>Staff/Premier to let Nicola know which children do not attend club - these children to do a different club that week.</p> <p>PE lead to monitor groups of children who are disengaged and give them extra physical activity sessions.</p>

			<p>Inspired children to engage in a range of different sports.</p> <p>Increased opportunities for skill development linked to learning in PE lessons.</p> <p>Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups).</p>	
To provide adult-led activities/games outside to ensure children are getting extra physical activity during the school day.	Lunch time play leader 5 times per week.	£9500 - £50 per session 5 times a week	<p>47.08% of children access the play leader group at least twice over a four week period.</p> <p>23.53% of children access the play leader group once over a four week period.</p> <p>29.39% not taking part over 4 week period.</p> <p>Gives children an extra 30 minutes extra structured physical activity once every two weeks.</p> <p>Provides children with fun/challenging games which develops children's confidence, social skills and other key skills e.g. agility, aiming, balance, flexibility,</p>	<p>To ensure all children have accessed the session at least twice over a 4 week period.</p> <p>Highlight children who are not attending the sessions to engage them in physical activity.</p> <p>Buy a range of resources for playground games to increase the physical activity of children not attending the sessions.</p>

			<p>speed etc.</p> <p>Sessions have given children ideas on how to be more active at home.</p> <p>Weekly certificates have been awarded to children in assemblies which has given children a sense of achievement.</p>	
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>To increase participation in competitive sport.</p>	<p>PE Co-ordinator (TLR)</p>	<p>£2640</p>	<p>Competitions</p> <p>Football - 8 Year One/Year Two children will be taking part in a football tournament during the summer term.</p> <p>Gymnastics - 20 children will be taking part in gymnastic club twice a week for 6 weeks to develop key skills (15 will go to the competition in Spring term)</p> <p>Multi-skills - 10 children will be taking part in the competition during Spring term.</p>	