

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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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](#).



Key achievements to date:	Areas for further improvement and baseline evidence of need:
School Games Mark Bronze Award – 2015/2016 School Games Mark Silver Award – 2016/2017 Daily Mile Improved Extra Curricular provision Increased pupil participation in sports/ pe Intra school competition participation and enjoyment Inter school participation and standing within local community School values underpin ethos of teamwork and collaboration	Provide children with opportunities to be physically active throughout the school day Raise the profile of PE across the school Develop a balanced and engaging PE curriculum that delivers high expectations and value for money Increase participation in extra-curricular sporting activity PE to be perceived as an integral, challenging and enjoyable aspect of school life

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.	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	62%
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

Academic Year: 2018/19	Total fund allocated: £17,800	Date Updated: July 2019		
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: 30%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To provide children with opportunities to be physically active throughout the school day	<p>Lesson observations to monitor effective teaching and learning through good quality planning and use of resources – ND/ SLT</p> <p>Pupils Voice to gauge engagement and enjoyment and to determine level of involvement term by term</p> <p>ND + MS monitor children are staying active during their lunchtimes and PE lessons.</p> <p>In addition to the above, learning walks, and drop-ins will be used to monitor this.</p>	<p>Inset sessions for teachers led by ND, focus will be on PE planning and physical literacy.</p> <p>Training for playground leaders through FSSP – JA/ MB/ MS</p> <p>MS to supervise playground leaders at lunchtime and liaise with ND to evaluate impact and further training needs</p> <p>Termly whole school house meetings and assembly to plan whole events with inter-house competitions</p>	<p>Calmer lunchtime play and transitions, thereby ensuring raise attainment in all areas of the curriculum.</p> <p>Raised numbers of pupils participating in sports/ physical activities during their lunch break</p> <p>Greater engagement from least active children</p> <p>Teachers are more confident when teaching PE</p> <p>Increased number of children participating in after school clubs</p> <p>Tailored clubs and activities to needs of pupils and parents as per outcome of pupil and parent voice</p> <p>Playground leaders contribute towards the engagement of all pupils in regular physical activity</p> <p>Increased interest in sport and a healthy lifestyle</p>	<p>Basketball, skipping, football, and the daily mile are provided to children at lunchtime. Pupil voice showed that 80% of children now enjoyed participating in these sports at lunchtime, this is a fourfold increase from 2017. This has also impacted positively on learning after lunchtime as evidenced through calmer transitions, assessment information and anecdotal evidence through teacher surveys. Next step 1.: Pupil voice showed children would like tennis, netball and rugby offered during their lunch breaks</p> <p>Playground leaders & Change4Life Leaders have been selected and trained</p> <p>Sustainability: Ongoing training for Playground leaders & Change4Life Leaders, Pupil leaders evident in all PE lessons</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				30%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To raise the profile of PE across the school	ND / MS to ensure that children are offered quality training before participating in inter and intra school competitions and after school clubs. Pupil voice, learning walks, outcome of competitions will be used to monitor this.	<p>Link with Featherstone Sport Partnership (FSSP) to access School Games and competitions</p> <p>Transport for children to attend competitions</p> <p>MS to train children/teams before competition</p> <p>Opportunities for our less active young pupils to participate in inter and intra competitions</p> <p>Add to the provision of sports and activities we offer in school</p>	<p>Less active children are engaged in activities that they enjoy and are encouraged to be physically active</p> <p>Increased range of sports and activities provided after school</p> <p>Pupil Premium children take part in extra-curricular sports based activities which they may otherwise have been unable to do</p> <p>Increased interest in sport and a healthy lifestyle</p> <p>Teachers confidently plan and teach PE, ensuring full pupil participation</p>	<p>High expectations have ensured that children are consistent with bringing in their PE kits on their PE days. Children now wear the correct PE kit (plain white top, and black/blue jogging bottoms), demonstrating a commitment to school ethos and culture of partnership work.</p> <p>Teachers share PE expectations posters with their classes before each lesson to ensure appropriate behaviour and engagement.</p> <p>Two competitions have been attended so far (girls and boys football).</p> <p>Rugby Festival was hosted at Woodlands Academy on Monday 15th October. Positive feedback from schools that visited, stating the good quality of the playground leaders involved in leading the tasks during the festival.</p> <p>Next step 1: To target the less active children (identified through discussions with classteachers and observations during lunchtime play), to ensure they're being challenged and engage in PE. MS will take out the children once a week, and will focus on multi-sports and boccia.</p> <p>Sustainability: Pupils leaders work with sports coach to develop ongoing programme of sports clubs and activities with the involvement of parents</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop a balanced and engaging PE curriculum that delivers high expectations and value for money	<p>Baseline survey to determine starting point of teacher confidence and competency in teaching PE/ Sports.</p> <p>Follow up termly surveys</p> <p>Lesson observation, pupil voice, learning walks, and drop ins</p> <p>Quality of planning, teaching and pupil outcomes.</p>	<p>Research and source a challenging and engaging scheme of work that can be adapted to meet needs of pupils (£103)</p> <p>Time for training, monitoring and impact evaluation through observations, drop ins, admin.</p> <p>Liaison work with Pastoral/ Wellbeing leader and PSHE leader to plan and deliver healthy living workshops for parents</p>	<p>Improved standards of pupil performance in Physical Activity</p> <p>Raised pupil knowledge, understanding and skills in a wide range of physical activities, sports and competitive sports</p> <p>Increased knowledge, understanding and confidence of teachers</p> <p>Raised profile of PE across the school</p> <p>Increased pupil/ parent interest in sport and a healthy lifestyle</p> <p>Greater parental engagement with an increase number of children participating in after school clubs</p> <p>Positive feedback from pupil, teacher and parental voice</p> <p>Clear evidence of positive impact on pupil social, emotional and mental wellbeing</p>	<p>PE INSET was delivered by ND on Wednesday 27th September 2018. The focus was on the National Curriculum, the impact of physical education on children, what we are doing well, what we need to improve, and feedback on PE planning. Feedback on PE planning showed it did not meet needs of pupils. Teachers felt that the resources were not easy to follow. ND took the feedback on board, and looked into different possible PE schemes to determine best fit for school and value for money.</p> <p>Teachers now feel more confident when delivering PE and feel like the quality and behaviour of the PE lessons is better due to clear planning, teaching and additional support through PE learning support assistant.</p> <p>Sustainability: Teachers confidently teach high quality PE lessons and work closely with sports coach to develop and maintain a whole school programme of sports and pe across the school day.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>For PE to be perceived as an integral, challenging and enjoyable aspect of school life</p>	<p>ND/ MS to ensure that children are offered high quality training and a range of sporting activities after school.</p> <p>Pupil voice, learning walks, outcome of competitions will be used to monitor this.</p>	<p>In house specialist sports coach to deliver high quality extracurricular sports clubs</p> <p>Transport for children to attend competitions (price on application)</p> <p>MS to train children/teams before competition</p> <p>Opportunities for our less active young pupils to participate in inter and intra school competitions</p>	<p>Increased pupil motivation for participation in team activities and staying fit and healthy</p> <p>Raised standard of pupil performance in team challenges</p> <p>Improved motor skills</p> <p>Children gain expertise and skills from a qualified coach</p> <p>Raised the profile of PE across the school</p> <p>Positive feedback from pupil, teacher and parent voice</p> <p>An enhanced positive attitude and engagement in and towards competition</p> <p>Increased links and partnerships with other schools</p>	<p>Every class has been allocated with two hours of PE on their class timetable. This has ensured consistency with expectations of behaviour, engagement and skills. Class information leaflets and DB Primary has ensured parents know their child's PE days, and the consequence of no PE kit (receiving an amber).</p> <p>Sustainability: Increased pupil independence / leadership both during lesson time and lunchtimes 100% pupil leadership observed in lessons – Summer2</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase participation in extra-curricular sporting activity	<p>Greater whole school understanding of importance of PE and sports with raised expectations with planning, teaching and learning in all year groups.</p> <p>Lesson observation, pupil voice, learning walks, and drop ins will help to determine the outcome.</p>	<p>Development and embedding of school PE/ Sports Curriculum</p> <p>Training and support for classteachers/ Lunchtime staff</p> <p>Training and support for pupil leaders</p>	<p>Achieving our Gold Sports Mark Award</p> <p>Profile of PE/ Sports as a key curriculum area for enhanced pupil outcomes in all areas of the curriculum</p> <p>Increased pupil motivation</p> <p>Raised standard of pupil performance</p> <p>Less active children are engaged in activities that they enjoy and are being encouraged to be physically active</p> <p>PE/ Sports have further deepened school ethos and a better understanding of school values</p>	<p>After school club participation in all sports club has risen over 3 and a half terms, especially in rugby, football and multi-sports. Autumn 1 participation for 2018-2019 after school sports club = 78% (this is based on 50 out of 64 possible allocations being filled)</p> <p>Next step 1: Parent and pupil voice indicates the desire for wider range of clubs to be opened up to KS1</p> <p>Sustainability: Introduce small charge for clubs (PP free) Participation increased for both KS1 and KS2 Aut to Sum 37% → 47% KS2 10% → 30% KS1</p>