



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 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 on going 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"> • Gold in Games mark • 17 sports afterschool clubs each week and 83% of pupils attend a club at least once per week. All year 2, 3 and 6 have started bike ability sessions. 92% of years 2, 97% of year 3 and 99% of year 6 are now able to ride a bike without stabilizers. • Termly overview and plans are in place Yearly overview to show that PE curriculum is varied, challenging and fit for purpose. • 35% More pupils participating in competitive sport competitions. • CPD opportunities promoted and staff encouraged to attend appropriate courses. • 99% of SEND pupils participating in more PE lessons, sports sessions and festivals. 	<ul style="list-style-type: none"> • Effective Outcomes for SEND pupils: <ol style="list-style-type: none"> 1) Ensure SEND pupils are attending PE. 2) Include activities for SEND in planning 3) Run a weekly PE session for Simmonds room pupils. • Begin to assess whether greater depth is catered for in PE lessons. • Use pupil voice to help develop planning and PE curriculum. • Use of competitions to promote participation and opportunities outside school. <p style="text-align: center;">SCHOOL DEVELOPMENT PLAN PRIORITIES:</p> <ul style="list-style-type: none"> • To ensure all pupils are making rapid progress from their starting points and any gaps between groups are quickly reduced. • To ensure all leaders and managers are focused on continuing to develop standards in teaching and learning. • To ensure teaching constantly challenges and engages all pupils in all curriculum areas. • To embed the new school ethos through all stakeholders taking increased ownership of this.

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.	24%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	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: £20,438	Date Updated: December 2018		
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: 25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to provide opportunities for pupils to attend extra-curricular clubs.</p> <p>Target pupils that do not attend after school clubs for lunchtime activities.</p> <p>Continue to use bike specialist to provide after school cycling club and opportunities for pupils to participate in the Bikeability Level 1 and 2 training.</p> <p>Improve the resources for and provision of physical activities in the playground at lunchtime.</p>	<p>Introduce new clubs.</p> <p>100% of pupils to have the opportunity to attend afterschool clubs.</p> <p>80% of KS1 and KS2 pupils to attend afterschool clubs.</p> <p>Continue with initiatives such as: Head Start Bike riding Premier League Stars GO Network YST Active Planner</p> <p>Discovery which pupils do not attend afterschool clubs and encourage them to take part in physical activities at lunchtime.</p> <p>Assess which pupils in year 6 are ready to participate in Bikeability Level 1 and 2 training.</p> <p>Provide Bikeability Level 1 and 2 training</p>	£5109.50	<p>In 2017/18 22 clubs run after school each week and 78% of pupils attend a club at least once a week.</p> <p>By July 2019 we predict that 80% of KS1 and KS2 will attend after school, clubs.</p> <p>17 sports afterschool clubs each week and 83% of pupils attend a club at least once per week.</p> <p>19 year 5 pupils have been trained as Sports Leaders and are currently running lunchtime sports sessions.</p> <p>54 year 5 and 6 pupils took part in a inter class netball tournament.</p> <p>54 year 3 and 4 pupils took part in a lunch time inter class netball tournament.</p> <p>72 year 5 and 6 pupils took part in a inter class cricket tournament.</p> <p>72 year 3 and 4 pupils took part in a lunch time inter class cricket tournament.</p> <p>42 year 5 and 6 pupils took part in</p>	<p>Continue to communicate with families and pupils to discover which afterschool clubs pupils want to be attending.</p> <p>Continue to provide high quality extracurricular clubs that are teacher lead and free to attend.</p> <p>Carry on with cycle sessions, bikeability training and cycling afterschool clubs.</p> <p>Carry on with lunchtime class competitions and provide specific playground game training for 20 sports leaders.</p> <p>New sports leaders will be identified and continue to run activities for both key stages.</p>

	<p>Physical activities and games to be monitored and run by Midday supervisors.</p> <p>Sports Leaders trained in games and to run daily activities for KS1 and KS2</p> <p>Equipment and resources to be bought and replenished when needed to allow physical activities to take place.</p>		<p>a inter class hockey tournament.</p> <p>42 year 3 and 4 pupils took part in a lunch time inter class hockey tournament.</p> <p>36 year 5 and 6 pupils took part in a inter class basketball tournament.</p> <p>36 year 3 and 4 pupils took part in a lunch time inter class basketball tournament.</p> <p>42 year 5 and 6 pupils took part in a inter class football tournament.</p> <p>42 year 3 and 4 pupils took part in a lunch time inter class football tournament.</p> <p>42 year 5 and 6 pupils took part in a inter class tag rugby tournament.</p> <p>42 year 3 and 4 pupils took part in a lunch time inter class handball tournament.</p> <p>All year 2, 3 and 6 have bike ability sessions once a week. 92% of years 2, 97% of year 3 and 99% of year 6 are now able to ride a bike without stabilizers. 40 pupils in year 6 have participated in a number of local bike rides. 51 pupils in year 3 have completed bikeability level 1 training. 42 pupils in year 6 have completed bikeability level 2 training.</p> <p>Pupils that do not attend after school clubs will have opportunities to participate in physical activities during lunchtimes.</p>	
--	--	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure all pupils are making rapid progress from their starting points and any gaps between groups are quickly reduced.</p> <p>On staff: All staff are clear of the expectations and outcomes for PE. Staff feels confident to deliver the curriculum. Staff understand the key skill progression.</p> <p>On pupils: Pupils understand expectations and demonstrate them through their work. Pupils are keen to learn and feel motivated to do well in PE. On stakeholders: Parents feel involved in pupils learning and informed of subject developments. Parents begin to feel proud of the school and its achievements. Continue to have a positive relationship with outside providers to ensure high quality PE is delivered.</p>	<p>Developing and raising expectations:</p> <ul style="list-style-type: none"> • Continue to develop the PE curriculum ensuring all year groups are clear of expectations and outcomes. • Share any changes with the new curriculum with staff. • Ensure resources are suitable and matched to the curriculum. <p>Celebrating outcomes:</p> <ul style="list-style-type: none"> • Reapply for Games mark Apply for Youth Sports trust kite mark. • Continue with Sports achievement award in achievement assembly. • Use celebration assemblies to promote subject and awards. • Share success via weekly newsletter • Use of competitions to promote participation and opportunities outside school. • Create display for winners of PE award and achievements of sports teams. 	£2043.80	<p>Termly overview and plans are in place.</p> <p>New detailed yearly curriculum overview has been created to show that PE curriculum is varied, challenging and fit for purpose.</p> <p>The school's sports teams achievements are shared during weekly achievement assemblies, in weekly school newsletters and on the school website.</p> <p>Class Sports awards presented at achievement assembly twice a year.</p> <p>19 pupils awarded the Youth Sports Primary Award.</p> <p>All pupils in ks2 given the opportunity to participate in inter and intra school sports competitions.</p> <p>Games mark applied for.</p>	<p>Continue to review and update the curriculum overview.</p> <p>Continue to share and celebrate pupil success in assembly and on school website.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>SL to attend Level 5 sports specialism course to increase knowledge of PE.</p> <p>SL to attend leadership training sessions in order to develop practice within PE and establish links with other schools and expertise available.</p> <p>Develop a system of assessing pupils working at greater depth in PE.</p> <p>Ensure that all pupils are participating in 2 hours of high quality PE.</p> <p>Staff delivery of the PE curriculum is consistent across the school.</p> <p>Staff feel supported in their practice.</p> <p>Staff subject knowledge is increased, and progression of skills is understood.</p> <p>Staff to have confidence to assess pupils in PE.</p> <p>Teaching is 100% good or better and 30% outstanding by July 2019.</p>	<p>Attend Level 5 course and leadership training.</p> <p>Develop leadership style and share practice with PE team.</p> <p>Assess whether greater depth is catered for in PE lessons and in the school's assessment tool.</p> <p>Develop greater depth assessment tool.</p> <p>Share assessment tool with rest of PE team.</p> <p>Trial assessment tool in school.</p> <p>Monitor and develop PE teams CPD.</p> <p>Continue with the participation of the Tapscot sports Trust.</p> <p>Use sports specialist within the Tapscot Sports Trust to support development of members of the sports team.</p> <p>PB and GS to team teach with other PE staff.</p>	£2043.80	<p>Attending Level 5 course has increased confidence of developing and leading PE. Teaching of PE has improved.</p> <p>PB and GS have worked with PE staff to further develop their skills.</p> <p>PE staff CPD monitored and appropriate training attended.</p> <p>GS attending termly PE subject network meetings and TTLT leadership meetings.</p> <p>89% of year 1 are working at expected standard.</p> <p>94% of year 2 are working at expected standard.</p> <p>92% of year 3 are working at expected standard.</p> <p>95% of year 4 are working at expected standard.</p> <p>92% of year 5 are working at expected standard.</p> <p>93% of year 6 are working at expected standard. Greater depth assessment tool and policy developed and shared with PE staff. Tool trialled in year 4 and 6% of pupils identified as achieving greater depth in PE in year 4.</p> <p>Training attended: Level 5 PE Course – Graham</p>	<p>Continue to monitor and send staff on courses when required to further CPD.</p> <p>More team teaching with the GS and PB planned.</p> <p>Termly monitoring of teaching in PE.</p>

	<p>Assessment:</p> <ul style="list-style-type: none"> • Use of PPA to review and check assessment. • Staff to assess through the lessons with the use of technology. • Use assessment data to generate target groups for interventions. 		<p>YST EYFS PE – Fahmeda First Aid – Ashley Gymnastics – Ashley Classroom monitor is being used to help assess pupils in PE. The data produced alongside assessment for learning is being used to identify groups of pupils to target during lessons. A new criteria for identifying children working at greater depth has been introduced in year 4 and 6% of pupils identified as achieving greater depth in PE in year 4.</p>	<p>Continue to use classroom monitor. Start to use greater depth criteria assessment tool in all year groups to assess pupils in PE.</p>
--	---	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				58%
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:</p> <p>Pupils are excited and engaged when in school, and make the most of the varying opportunities offered to them.</p> <p>Pupils, staff and parents feel that their well-being is being considered and looked after.</p> <p>Special events taking place in school are well attended by parents and pupils and feedback is positive.</p> <p>Pupils are able to talk confidently about resilience and know that it is a skill which can be transferred in many areas of life.</p>	<p>Develop pupils' confidence, independence and team work through opportunities for outdoor and adventurous activities.</p> <p>Further develop 'Student Leader' programme in school to allow pupils to develop key skills.</p> <p>Build on opportunities for pupils to collaborate with other schools across the Trust.</p> <p>Ensure that lessons allow opportunities for all pupils to be able to work independently.</p> <p>All pupils in years 1-6 to attend BounceBack days to develop confidence and resilience.</p>	<p>£11854.04</p> <p>Fairplay House</p> <p>Ulleswater</p> <p>Outward bound centre.</p>	<p>Curriculum overview shows that all pupils have access to a broad, balanced and relevant curriculum. Adding American football, Orienteering, Handball and Cycling units to various year groups has broadened the curriculum.</p> <p>All PE skills have been assessed against objectives in classroom monitor.</p> <p>Planning and lessons allow pupils opportunities to work both in groups and independently.</p> <p>Outdoor and adventurous activities curriculum is being developed to allow pupils opportunities to develop independence and team work. 100% of years 4, 5 and 6 have been given the opportunity to participate in outdoor and adventurous activities.</p> <p>Pupils have participated in enrichment activities:</p> <p>Fairplay House – 71 year 6 and 19 year 5</p> <p>Lake District – 24 year 5</p> <p>Bounceback days have been held for all year groups and feedback from staff and pupils was very positive. These day have allowed pupils to work with pupils from other schools</p>	<p>Promote swimming in the local area and the importance of being able to swim. Encourage parents to take children swimming.</p> <p>Further develop planning and lessons for outdoor and adventurous activities.</p> <p>Various outdoor and adventurous residential are planned into the curriculum. All children are offered the opportunity to attend in year 5 and 6.</p> <p>Continue to develop confidence, resilience in pupils and collaboration between schools by attending bounceback days.</p>

			across the trust.	
--	--	--	-------------------	--

Key indicator 5: Increased participation in competitive sport				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>Continue to provide opportunities in competitive sport both 'inter' and 'intra' school in partnership with The Tapscott Learning Trust, the School Games Network, TeamUp and Go! Schools Network</p> <p>Continue with Lunchtime sport competitions.</p> <p>Continue to promote sports for girls through Girls Active Primary School events, ambassadors and sporting opportunities throughout the TTLT</p> <p>Attend SEND sports competitions.</p>	<p>Ensure a range of pupil</p> <p>Maintain Gold Games Kitemark</p> <p>60% of girls in years 4-6 participate in at least one Girls Active event and girls only sports competitions.</p>	£408.76	<p>71% of pupils have attended 32 competitions so far this year. This includes specific sessions for SEND pupils and Girls Active Festivals.</p> <p>80% of pupils in Years 3, 4, 5 and 6 have taken part in 12 lunchtime sports competitions.</p> <p>79% pupils attended Girls active and girls only sports competitions.</p> <p>50 % of KS2 pupils with SEND attended SEND competitions.</p>	<p>Continue to attend sports competitions run by The Tapscott Learning Trust and Newham.</p> <p>Continue to run and develop the range of lunchtime sports competitions.</p> <p>Provide more opportunities for more pupils to attend Girls Active and sports competitions.</p> <p>Continue to provide opportunities for SEND pupils to attend sports events.</p>