



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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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 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"> • Active participation in cluster events • Celebration of achievements • Specialist sports days. 	<ul style="list-style-type: none"> • Induction of new Sports Subject leader • Regular use of outside agencies to enhance curriculum and opportunities • Ensuring equipment is fit for purpose, organized and attractive to motivate the children ,

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?	94 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	19%
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

*Schools may wish to provide this information in April, just before the publication deadline.

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: £16940		Date Updated: April 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: 12.6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Additional sports sessions across the school building on the skills of existing staff and introducing specialist Coaches and activities.	Key Stage 2 to access Sporting Start including activities such as lacrosse, tag rugby and multi-skills. Key Stage 1 to focus on fundamentals of movement through Learn, Play, Grow.	1500 630	Wider enjoyment of Sports and opportunity to experience lots of different physical activities.	Address when looking at timetabling for next financial year.	
Engagement of pupils in the planning a choice of physical activity	Introduction of Sports council to plan lead and guide sporting provision throughout the school.	0	Sport Relief week – the council organized a range of different sporting opportunities which were enjoyed by all.	Continue to lead with younger children stepping up.	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12.5%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure PE equipment is fit for purpose and engaging for pupils.	Complete PE audit of existing resources. Replenish and purchase additional resources.	£1500	Staff are able to deliver lessons with high quality equipment which is well organized and stimulating for learners.	PE lead to repeat audit annually and add to equipment when necessary.
All staff have awareness and understanding of motor skill difficulties which may affect some children in our school.	Access specialist training from Lois Addey on Developmental Coordination Disorder and how to support children in school.	£610	Staff across the school have knowledge and increased awareness of how physical capabilities can affect children's progress across all subjects	Implement actions suggested on CPD.
Access to cool water for all pupils so that they are able to get a drink when needed and fill water bottles ready for taking part in sporting activities.	Purchase water coolers and place in designated area of school where all children can access them independently.	TBC		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Existing school staff to have access to a range of high quality lesson planning and physical activity ideas.	Subscription to PE Hub which caters for all ages across the primary curriculum.	350	Staff to have increased confidence, knowledge and skills to deliver high quality PE sessions.	Review of resource for next academic year.
New subject leader to gain confidence, knowledge and skills in leading PE across the school.	Support for Specialist Leader of Education through the Swaledale Alliance.	500	EW to fully take on the role of Subject Leader for PE and sports.	Evaluation at end of academic year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9.1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Incorporate PE and Physical Activity into other areas of the curriculum.	Purchase interactive equipment such as giant numicon and investigate Maths of the Day as a whole school approach.	200	Children are more active in their day to day learning. Increased concentration is evident in all classes.	Evaluation of the Maths of the Day trial to inform whether we adopt the approach.
Extend the range of extra-curricular activities the children are able to access in response to pupil voice .	Source providers of Fencing and Archery as suggested by School Council	700	Larger number of children accessing extra-curricular sporting activities. Increased enjoyment and enthusiasm.	Dependent on the take up of extra-curricular activities.
Extend the range of sports children can access within school.	'Yoga day' and 'Paralympic day'- specialist coaches to come in and deliver half an hour sessions based on these sports to each year group throughout the day.	TBC	Children have access to new sports and therefore have increased enthusiasm to participate in sporting activities.	To provide more specialist days on different sports throughout the next academic year.
To provide pupils with experience of outdoor education activities to promote teamwork, communication skills and enjoyment of a range of physical activities.	Y3/4 class to visit Bewerly Park for an outdoor activity day.	640	Children now aware of a range of outdoor activities they can potentially pursue outside of school. Children understand the importance of safety when completing physical activities.	Continue to provide opportunities to experience outdoor activities next academic year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.6%
School focus with clarity on intended impact on pupils: Increase the opportunities for participation in a range of competitive sports.	Actions to achieve: Participation in a range of competitive sporting activities through the Bedale Cluster of Sports and the School Games Association.	Funding allocated: 600	Evidence and impact: Results from fixtures.	Sustainability and suggested next steps: Continuation of Cluster participation.
Celebration of achievements and participation in competitive sports including activities out of school.	Regular reporting in school newsletter of	None	Celebration of participation and effort.	To continue to celebrate sporting achievements (from both inside and put of school) in school.