



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:
Purchase of Champions scheme for staff to use Purchase of equipment for additional opportunities during playtimes and PE lessons.	Increase the facilities provided to ensure 30 minutes of daily activity in school. Increase range of sporting after school clubs Increase participation in inter school competition events

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?	57%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	38%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	38%
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 (Top-Up swimming lessons in Summer 2 term)

*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: 17/18		Total fund allocated: £18,000	Date Updated: 15/7/18	
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:
				31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improve the quality of active play at break and lunchtimes - in order to increase opportunity for physical activity and therefore increase pupil fitness</p> <p>Appoint a PE apprentice – the Impact being that no PE time is wasted on the set up/tidy up of equipment so all PE time is utilized to develop and promote physical activity.</p>	<p>Purchase new equipment for playground use</p> <p>Arrange for re-painting of playground markings to engage pupils in active activities at break times – including a running track for yard – personal fitness and target setting</p> <p>Active play training disseminated to appropriate staff.</p> <p>Appoint apprentice – align role with clear expectations regarding set up so that no curriculum time is wasted.</p>	<p>£500</p> <p>£5000</p>	<ul style="list-style-type: none"> Review of playtimes show that markings are used by all year groups. All classes have an afternoon play with the focus on active playtimes. Playground markings are used during this time. Apprentice engaged less active children at playtimes and played some active, non-competitive games. Apprentice organised PE lessons so less time was wasted setting up and children were active for longer periods of time. 	<p>This spend has a sustainable impact because:</p> <ul style="list-style-type: none"> The markings will last 10 years Staff are trained and resources in school to train new staff <p>Next Steps:</p> <ul style="list-style-type: none"> Using pupil voice, plan for additional experiences at play time

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:
				31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improve the provision of equipment for PE lessons to raise profile by having high quality specialist resources – impact is children have access to correct equipment to develop subject specific skills appropriate. Equipment will not be a barrier to effective teaching or outcomes.</p> <p>Raise the profile of PE and sport across school by appointing a sports apprentice – impact is that no time will be wasted in PE lessons setting up / tidying away – all PE time is physical activity. PE apprentice brings coaching skills to improve teacher subject knowledge and confidence. Children are supported and stretched more appropriately due to higher teacher: adult ratio.</p> <p>Develop a staff/parent and child fitness club – impact is that pupils see staff engaging in fitness activities as positive role models. Staff embody the ethos of healthy lifestyles and children see the adults practicing what they promote.</p>	<p>Appointment of Sports Apprentice.</p> <p>Review sports equipment term by term in preparation for next teaching sequences.</p> <p>Monitor quality of PE Apprentice input through lesson observation.</p> <p>Review PE outcomes at end of year to review the impact that additional support has had on groups of pupils – are higher achieving pupils in PE being identified and supported to achieve highly.</p> <p>Develop and promote a staff/parent and child fitness club. Create a poster to promote to display around school.</p>	£5500	<ul style="list-style-type: none"> Lesson observations show that the PE apprentice is adding and giving effective feedback to improve children's PE skills. New resources are used effectively to teach PE. Equipment such as Athletics equipment is allowing teachers to teach subjects more effectively. Pupil interviews show that a range of activities in PE lessons is being taught and that all children enjoy PE. Only thing children want is more PE! Children are choosing to be more active during reward times with classes using extra playtimes and golden time to do extra PE. 	<p>This spend has a sustainable impact because:</p> <ul style="list-style-type: none"> The knowledge and skills teachers will develop from the PE Apprentice will live on beyond the initial support Pupils will expect more from PE lessons long term – and teachers will rise to the challenge The equipment purchased will be in place for subsequent teaching sequence, year on year. Children have seen staff – as adults – engage in physical activity for pleasure (this is something which many of our children will not see at home)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sedgefield SSP SLA in place – the impact being that staff are confident in areas of PE teaching which they previously were not, therefore pupils will be taught ore effective lessons and achieve better outcomes in these areas of PE as a result.</p> <p>Appointment of PE Apprentice. PE apprentice brings coaching skills to improve teacher subject knowledge and confidence, therefore having a positive impact on the experience afforded to children and resultant outcomes.</p>	<p>Staff will receive training in key areas that they have asked for, based on a needs analysis against their curriculum expectations.</p> <p>PE 'Health check' with a PE specialist from the SSP will review PE provision across the school and support the school in identifying appropriate gaps in provision or best practice.</p> <p>Appointment of Sports Apprentice.</p>	<p>£2500</p> <p>As above.</p>	<ul style="list-style-type: none"> Healthcheck carried out by Sedgefield SSP shows that PE provision at Mount Pleasant is good PE apprentice used specialist knowledge to enhance PE teaching and uoskill staff. Specialist gymnastics coach came and delivered lessons alongside staff. This was observed by PE lead and Sedgefield SSP staff. 	<p>This spend has a sustainable impact because:</p> <ul style="list-style-type: none"> The 'health check' report and resources can be used in future by the school to audit its own provision Staff will retain their knowledge and skills as a result of high quality training – and this will be monitored through observation of PE teaching quality <p>Next steps</p> <ul style="list-style-type: none"> More collaboration between specialist PE coaches and teachers in the planning phase to help with the teaching of PE. More regular learning walks of PE lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase proportion of pupils participating in extra-curricular activities – the impact will be that a greater proportion of our children will be meeting the recommended hours of physical activity each week, therefore improving their fitness and health.</p>	<p>Review current sports club provision</p> <p>Analyse who attends sports clubs – and who does not. Find out why some children do not attend and plan to remove the barriers (e.g. picking up, Base children, after school / lunchtime, range of sports on offer, pupil interest/crazes?!!)</p>	<p>Staffing Costs</p> <p>£1050</p>	<ul style="list-style-type: none"> More children are attending active after school clubs with a significant increase in girls attending clubs that they have not previously attended. One of the most common reasons for children not 	<p>This spend has a sustainable impact because:</p> <ul style="list-style-type: none"> Children and parents will enjoy new approaches to fitness – and understand the fun of physical activity Pupils will experience new sports which may

<p>Engage parents to help their children have active lifestyles – with the intended impact that parents see the importance of fitness – and can echo the messages and activities at home, so that pupil opportunities for fitness stretches beyond the school gate.</p>	<p>Ensure Staff are offering sports which are not commonly offered in PE lessons. (Sports Apprentice to lead). Signpost community clubs.</p> <p>Parents/child fitness club – target specific children and families</p>		<p>attending clubs is that they already attend active clubs outside of school, such as swimming, dance and football.</p> <ul style="list-style-type: none"> Children enjoy coming to clubs and attendance rates are high with active clubs being oversubscribed. Links made with local clubs such as Judo and Kettlebell club. Organized more sessions for the following year. 	<p>not be part of the curriculum and potentially find a new interest – and be aligned to a community club to further promote their interest.</p> <p>Next Steps</p> <ul style="list-style-type: none"> Obtain SGM for the next year.
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p>19%</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>Increase number of competitive events against other schools, with the impact of more pupils participating in competitive sport from our school - developing a love for a sport and providing opportunities for children to excel in PE and sport activities and potentially be identified for the next tier of sporting competition.</p>	<p>Darlington SSP competition SLA</p> <p>Sports Kits purchase – children proud to represent the school.</p> <p>Dance festival entry</p> <p>Transport Costs – no barrier to participation for our families.</p> <p>Signpost children to community clubs linked to school competitions which they could also represent</p>	<p>£1000</p> <p>£750</p> <p>£200</p> <p>£1500</p>	<p>In order to check impact we will:</p> <ul style="list-style-type: none"> All children in Key Stage 2 have the opportunity throughout the year to represent school in some way. Aquasplash festivals and indoor athletics have allowed less active children to represent the school. Attendance at festivals has risen. School has brought B teams and girls only teams to festivals for the first time. 	<p>This spend has a sustainable impact because:</p> <ul style="list-style-type: none"> Once links are built beyond our academy trust, competitions will continue Children will enjoy the opportunity to represent the school and will be signposted to other clubs which they can represent.