



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:

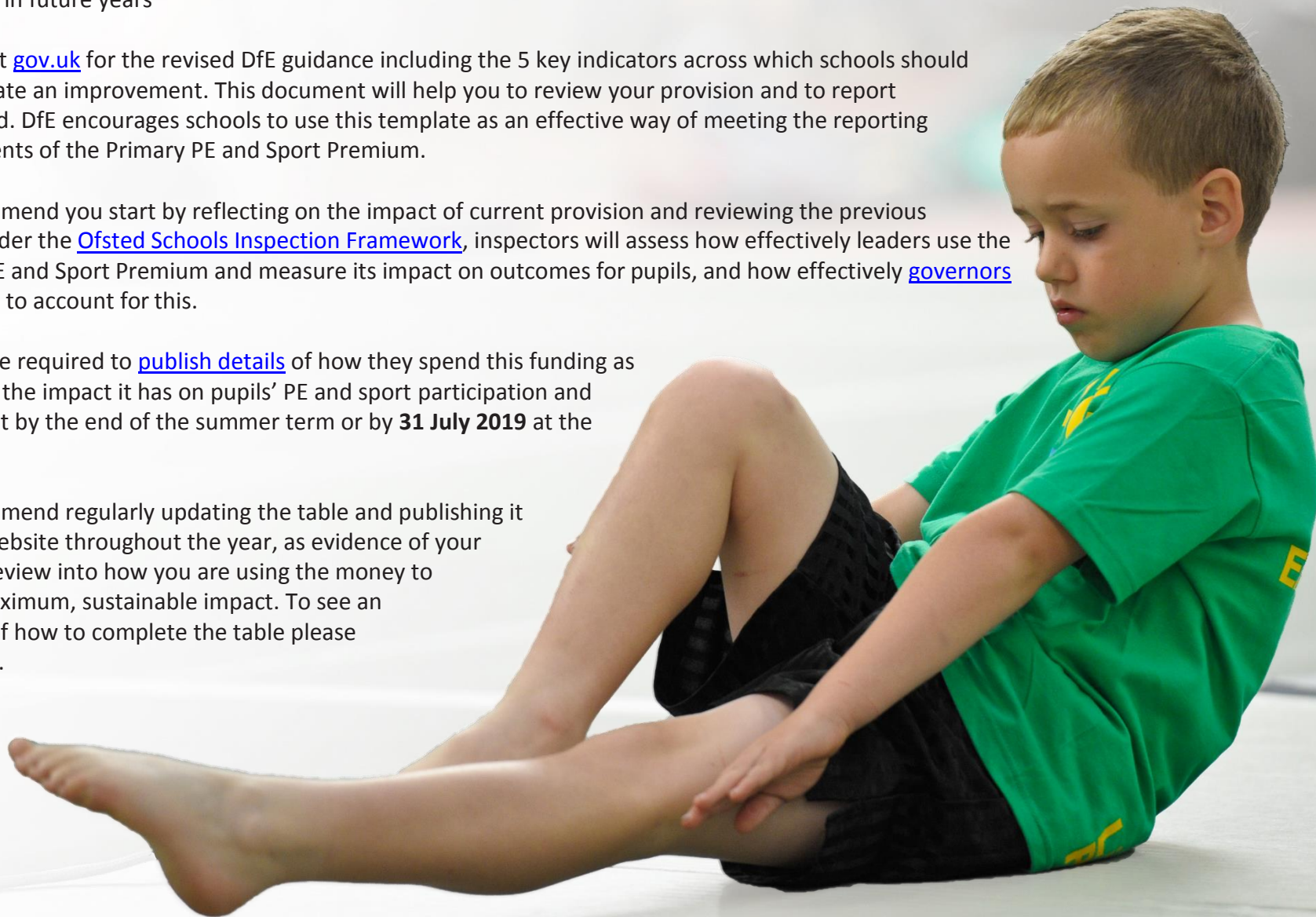
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](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 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:
<ul style="list-style-type: none"> • Use of a specialist sports coach to model teaching for school staff and provide access to high quality PE teaching for children. This has embedded the teaching of Real PE and allowed staff CPD in order to now teach effective PE themselves. • Participation in Sports Partnership Events which enable a wide variety of children to try different sports and activities and compete against other schools. • Enhanced provision for PE through the purchasing of equipment for both indoor and outdoor activity. • Use of Sports Coach in Sports week (July) to provide quality whole school activities. • Use of specialist Sports Coach to help organise and run whole school Sports day. • Increase activity levels and wellbeing of targeted children through participation in Real Play program. • All KS1 classes have a teacher led fitness break each day (where PE has not been taught) to ensure that children are all being active daily. 	<ul style="list-style-type: none"> • Increase subject knowledge and confidence of staff to deliver high quality Real Dance lessons themselves. (next steps from real PE training 24.3.21) • To increase the amount of children participating in sports festivals through the Partnership cluster. (research shows that opportunities to represent school community at key events is beneficial for the emotional health and wellbeing of young children.) • Increase levels of purposeful, active physical activity at playtimes and lunchtimes. (playground observations) • Promoting a sense of community by providing a school sports kit for festivals. (at recent events our school is one of the few that does not have a designated kit) • To increase participation in extra -curricular sports for disadvantaged children. (link to Pupil Premium Statement objectives 2020/2021 and evaluation from 19/20) • To increase extra -curricular opportunities for hockey across school. (Year 1 and Year 2)

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.

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 More people
More active
More often

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<ul style="list-style-type: none"> Promote importance of healthy lifestyles throughout curriculum, within PE lessons and within all school experiences. 	<ul style="list-style-type: none"> Health and Fitness week in summer term, including variety of sports coaches, to instil importance of healthy lifestyles on all children. Purchase of new sports equipment for PE lessons and sports day. Teach all aspects of living a Healthy lifestyle throughout PE lessons, with assessment focus during Summer term. Cooking and healthy eating on weekly plans. (One year group per term.) 	<p>£300</p> <p>£250</p> <p>Resources and Ingredients £350 for summer term only(due to Pandemic)</p>	<ul style="list-style-type: none"> Children aware of their own health and fitness and why it is important. Children can talk about healthy living in accordance with PE assessment grid. Children can talk about the importance of a healthy diet. 	<ul style="list-style-type: none"> PE , PHSE and DT (healthy eating/ cookery) leads continue to work together to create a healthy living curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<ul style="list-style-type: none"> Improve the quality of teaching of all aspects of PE to improve the skills, knowledge and understanding of all pupils. 	<ul style="list-style-type: none"> Teachers to deliver 2 one hour PE lessons of a high standard each week, across the strands of Gym, dance, games, athletics and team games. Teachers to use reviewed skills progression and planning grid to ensure coverage in all areas. Ensure all staff are clear about the expectations for each year group. Real Dance training to be given by Create development March 23rd – via Webinar. REAL PE to be used in Staff training and consequently by staff. 	<p>Resources and subscription - £594</p>	<ul style="list-style-type: none"> High quality PE lessons taught by all Teachers, lessons monitored through observations./ pupil conferencing. Teachers to use plans and deliver own PE lessons to cover skills in skills progression grid. Assessment grid used and shared with the children. Webinar to be shared with all staff and any further training given by PE lead. Dance CPD as this focus. 	<ul style="list-style-type: none"> PE leader to provide support to all staff. Year groups to ensure assessment information is used to inform planning and provision REAL dance to be taught in Summer 1 by all staff to embed into the curriculum.

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>Children to have the opportunities to experience greater variety of sports /activities in different settings.</p> <p>Dance identified (through pupil conferencing) as a required sports club .</p>	<ul style="list-style-type: none"> Through the Partnership cluster, children to attend Sports festivals across the four schools. Autumn term-Dance Spring term-Gymnastics Summer term-Team games /athletics Teachers support lessons delivered by sports coaches in order to increase their subject knowledge across different sports. Hockey training –Year 1 Hockey training –Year 2 To offer greater variety of sports clubs to allow development of skills and Sportsmanship across different disciplines and addressing particular issues such as PP, SEN ,lack of parental engagement. 	<p>Mini bus hire</p> <p>£250</p>	<ul style="list-style-type: none"> Improved dance and gymnastics skills. Improved game skills. Improved athletic skills. Children across all groups have opportunity to attend clubs and festivals to improve physical skills and develop an improved enjoyment of sports. We now offer these after school clubs: Gymnastics Dance Multi-skills Hockey Karate 	<p>Due to COVID these have not taken place a of 21.1.21</p> <p>Analysis of after school clubs to show participation and uptake by different groups of children. Clubs rotated across year groups.</p> <p>Continue to offer some funded clubs to selected children.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children to have opportunity to participate in a competitive activity, both within school and within the partnership.	<ul style="list-style-type: none"> • Annual Sports day to have competitive elements, • PE leader to plan activities leading up to Sports day with competitive element. • Coaches to deliver a range of team sports • Interschool competition between Partnership schools . 		<ul style="list-style-type: none"> • Whole school participation in competitive games for Sports day. • By the end of Year 2 all children to have entered a sports festival. • Photo evidence and reports and comments by children. 	<ul style="list-style-type: none"> • To attend Interschool competition at Mill Rythe, Padnell and Denmead Infant Schools. • Careful monitoring of children entered into festivals to ensure all children participate by end of Year 2. • Regular report writing by children after festivals as feedback /evidence of impact.