



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Commissioned by  
**Department for Education**

Created by



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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"> <li>- Sainsbury's School Games Mark – Bronze Award</li> <li>- Healthy schools London- Bronze, Silver, Gold Award</li> <li>- Healthy Early Years award- Bronze, Silver</li> <li>- Nominated for Active School Westminster Award</li> </ul>	<ul style="list-style-type: none"> <li>-Sainsbury's School Games Mark- Silver or Gold</li> <li>- Win Active School Westminster Award</li> <li>- Win at one of the upcoming tournaments</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	<b>30%</b>
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	<b>35%</b>
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	<b>25%</b>
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>No</b>

## 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: £15,400	Date Updated: December 2017	
<b>Key indicator 1:</b> 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: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- Improved children's amount of physical activity across the school</li> </ul>	<ul style="list-style-type: none"> <li>- Increased number of lunch supervisors to provide the children with organized activities to engage in various games during break time in KS1 and KS2 playgrounds.</li> <li>- Updated and replenished the playground equipment for children to access and benefit from it.</li> <li>- Breakfast club- Children have the opportunity to go outside during our breakfast club and engage in playground games before they start their day.</li> <li>- Organized mini-football tournaments during lunch time in the muga-pitch in weekly basis.</li> </ul>	£3,000	<ul style="list-style-type: none"> <li>- Activity supervisors attended CPD days to increase their knowledge to delivering a wider range of activities in the playground.</li> <li>- New equipment is used in daily basis by our children during breakfast clubs and playtimes.</li> <li>- Two members of staff in the breakfast club are assigned to go outdoors or in the PE hall with the children and organize multi activity games.</li> <li>- There are three members of staff that take the Y5 and Y6 children in the muga every Monday and Friday and organize mini-football tournaments.</li> </ul>	<ul style="list-style-type: none"> <li>- To increase the knowledge of staff by organizing more CPD days. Bring in external coaches to deliver high quality training for our staff.</li> <li>- To create more space in our playgrounds and to increase the number of activities in KS1 playground.</li> <li>- To start a new breakfast club where parents are involved with their children.</li> <li>- To organize intra class mini-football league during our muga times on Mondays and Fridays.</li> </ul>

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:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- Promoting sports and physical activity throughout assemblies and workshops.</li> <li>- Extra notice boards in main entrance to raise the profile of PE and Sport for all visitors and parents</li> <li>- Purchasing of high quality PE resources</li> </ul>	<ul style="list-style-type: none"> <li>- Organizing a variety of assemblies to promote physical activities and healthy lifestyle.</li> <li>- Introducing a reward scheme for classes with the best attendance and participation in P.E.</li> <li>- Introducing schemes that encourage children's participation with the purpose of achieving whole school rewards.</li> <li>- Promoting sports and physical education through workshops which focus on healthy lifestyle and impact on the children's view on P.E and sports and increases their participation.</li> <li>- Promoting and advertising different sports activities to parents and carers.</li> <li>- Whole school sports days</li> </ul>	£3,800	<ul style="list-style-type: none"> <li>- Different assemblies have taken place to promote healthy lifestyle throughout the year and inform the children on various awards that our school has achieved.</li> <li>- Children's interest and participation in sports and PE activities has increased</li> <li>- Classes from across the whole school have taken part in numerous workshops that has helped increasing their knowledge in sports as well as their participation.</li> <li>- The number of children who attend our clubs has increased by 10%</li> <li>- The notice boards are full of information about matches/clubs/results and pupils are keen to get involved</li> </ul>	<ul style="list-style-type: none"> <li>- To bring in Role models - local sporting personalities so pupils can identify with success and aspire to be a local sporting hero</li> <li>- To organize assemblies delivered by groups of children to promote sports and PE to their peers</li> <li>- To have children from our clubs to perform in the assemblies</li> <li>- To promote high achievers in our display boards with their picture and a short description of their achievements. This will make them proud and other children would want to get more involved</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- In order to improve progress and achievement of all pupils the focus is on up-skilling the staff.</p> <p>- Improved role modeling of healthy active lifestyle behaviors by all school staff to reach all children.</p>	<p>-Whole staff professional learning to include teachers, teaching assistants and lunchtime supervisors during the academic professional development days</p> <p>- PE subject leader to provide updates throughout the year in staff meetings.</p> <p>- PE subject leader to plan and undertake a series of lesson observations and/or team teaching with Key Stage 1 and Key Stage 2 teachers to look at teaching, learning and assessment in physical education.</p> <p>- PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</p> <p>- PE subject leader and teachers to discuss positive outcomes and what areas there are for development.</p> <p>- Professional development in subject leadership for PE subject leader</p>	<p>£3,800</p>	<p>- Whole staff attended professional development days which resulted in increased confidence and improved teaching and learning.</p> <p>- The focus of lessons is now child centered and as a result pupils are engaged and are keen to learn and improve.</p> <p>- As a result pupils made good or better progress both in lessons and in after school times.</p> <p>- Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they really enjoyed PE.</p>	<p>- PE subject Leader to support new staff in school with planning for delivery of physical education.</p> <p>- PE subject Leader to identify any staff who need further support and to provide appropriate professional learning</p> <p>- PE subject Leader to identify any staff that needs further support and to provide appropriate professional learning.</p> <p>- Further professional learning opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning.</p> <p>- PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils</p> <p>- PE Subject leader networks with colleagues at other schools to encourage ongoing sharing of good practice across schools.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>-To provide a wider range of subsidized After school and lunch clubs.</p>	<p>- To increase pupil participation in a range of inclusive activities. To provide multi activities afterschool and lunch clubs</p> <p>-Coaches bought in this year to run after school clubs</p> <p>Development Model - Developing a wider school team to support in PE or at play times to engage children in physical activity and to support positive play at lunchtimes.</p> <p>-External companies bought in to provide martial arts club.</p>	£4,000	<p>-Teacher evaluations, club registers and club observations show increased participation in a wider range of activities: registers evidence 140 places provided regularly.</p> <p>-Increased participation in physical activity at playtimes, supported by trained ASL team.</p> <p>-Increased interest from children to join our afterschool clubs</p>	<p>-To consistently record children's progress in the clubs</p> <p>-To organize two extra afterschool clubs by January; Gymnastics and Tennis</p> <p>-To explore the possibility of initiating a lunch club for KS1 children.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>-Increasing participation in external competitions and tournaments.</p> <p>-Bought Westminster Sports package to enable access to different sporting events and competitions.</p>	<p>- Taking part in various competitions and tournaments</p> <p>-Increasing the range of age groups taking part in out of school competitions.</p> <p>-Taking part in a primary football league.</p>	£800	<p>-Children have attended various tournaments and competitions such as; Basketball, Cricket, Athletics, Football and Tennis.</p> <p>-Y4 children take part in swimming lessons in regular basis.</p> <p>-Children from Y5andY6 have</p>	<p>-Increase the number of external tournaments and competitions to take part in the following months e.g. Swimming, KS1 Multiskills competitions and Football for Y4.</p> <p>-Start a Martial Arts after</p>

			taken part in Talacre football tournaments.	school club which will create the opportunity for the attendees to take part in external competitions.
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