



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:

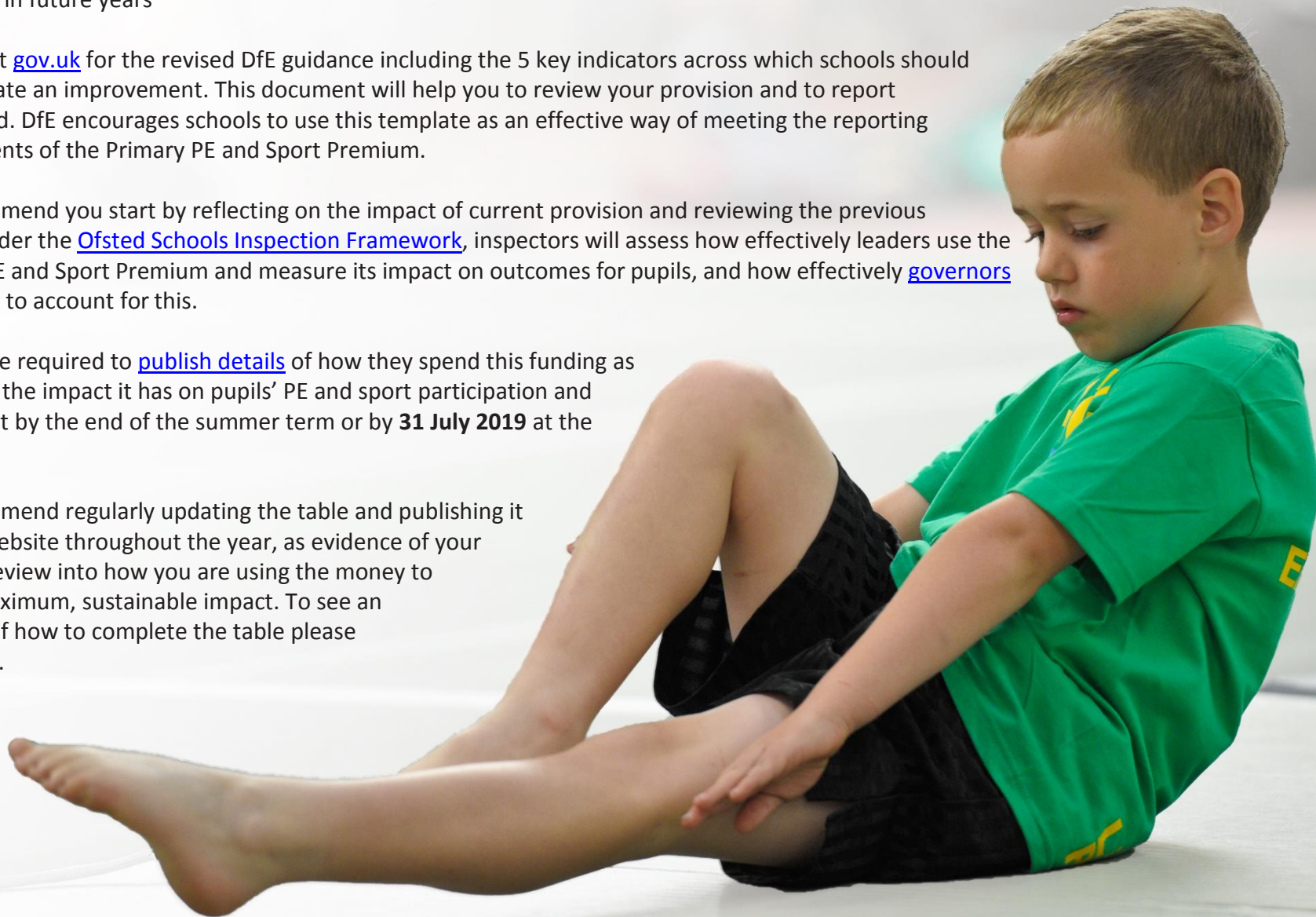
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](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"> • Staff are supported through ongoing training and up to date resources, feeling more confident and competent. • Playground equipment and provision for all at break and lunch times. • Introduction of Active 10 for all classes and encouragement of active play through new resources and equipment provided for playground leaders. • Use of the Sport Board to promote active lifestyles – celebrating achievements to inspire. • Renewal of resources (handballs, beanbags, footballs). • Bikeability carried out in Year 5 and 6. • Swimming pool – invested in maintenance to ensure longevity and pool provisions for all year groups in the Summer Term. • Maintained competitive opportunities for children in a range of sports. 	<ul style="list-style-type: none"> • Introduce the new software and resources for Real PE and ensure Real Gym is up to date – ensure that staff are utilising these to their full potential. • Implement additional swimming for Year 5 (2019-2020) as their swimming attainment was poor from LiveWire. This is already organised and will take place in the Autumn Term. • Utilisation of the new Orienteering Course onsite to improve team communication and adventurous activity challenges. • Encourage children to record their personal bests in certain activities such as athletics to give them an individual benchmark for improvement. • Continue to arrange interschool competitions within the cluster and beyond to provide a range of competitive opportunities.

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.	62 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62 %

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100 %
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 - To provide ongoing swimming support in school.

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: £		Date Updated:	
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:	
				%	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Every child is to participate in an Active 10 on the days where PE is not allocated. This will be supported by Active Cheshire after our launch day July 2018. Two hours dedicated curriculum time to PE, per class.	Classes adhere to a timetable for Active 10 and their timetabled slot for PE. Where changes need to be made, teachers use their judgement to rearrange lessons and provide additional opportunities.	£0	Every child has taken part in the Active 10 this year. Every class has adhered to their two hours of PE per week. Teachers have noted an improvement in sustaining physical activity during this time and an increased confidence using the playground equipment during this time also.	We are moving forward without the support of Active Cheshire to continue the Active 10. Classes will monitor this and as a school we will continued to raise engagement levels through personal challenges, school challenges and classroom motivating factors. Next Steps: To use available resources such as BBC Supermovers and the Change4Life packs for in school physical activity sessions.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	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>PE and School Sport as a priority across the school and a key example of good practice.</p> <p>Every child to have the opportunity to attend extra-curricular clubs regardless of financial standing.</p> <p>Provide opportunities for every year group.</p> <p>Offer a range of activities including those to benefit mental health and wellbeing as well as physical activity.</p> <p>To celebrate achievements in PESSPA – nominations for 'Ryan Diamond' School Sport trophy.</p> <p>Noticeboards to promote PESSPA and raise awareness of how we have achieved our aim of making PE and School Sport at the heart of our curricular offer.</p> <p>Ensure the safe running of the</p>	<p>Every sporting achievement is to be recorded on the school website and on the weekly newsletter, through class dojo and celebrated in assembly on Fridays.</p> <p>Additional school funding to be set aside to cover additional adult costs, supporting our external coaches with members of school staff.</p> <p>To introduce a range of before and after school activities to benefit the whole child such as Yoga and WakeUp ShakeUp.</p> <p>Continue to use the School Sports Games Board to advertise clubs, celebrate individual achievements (internally and externally) as well as clearly outline the half-term's PE timetable.</p> <p>Maintenance to be carried out on</p>	<p>Extra-curricular provision</p> <p>£350</p> <p>Maintenance</p>	<ul style="list-style-type: none"> There has been an extensive programme of after school clubs in sport throughout this year. They have included netball, archery, cricket, fencing, badminton, judo, table-tennis, gymnastics for both Key Stage One and Two, yoga and wake up and shake up. The majority of clubs were well-attended. The gymnastics club has been very successful with girls, who have attended for a number of years to really secure good progress with their skills. The school has a heated 	<p>School budget is provided to ensure additional adult support.</p> <p>WakeUp ShakeUp will be delivered by the new Year 5 'Sports Crew' in the new academic year.</p> <p>Celebration of external achievements will continue on the school sports games board, whilst the in school events can be celebrated on weekly star awards and the high accolade of our sport trophy.</p> <p>We have invested capital spending to ensure there will</p>

school pool to provide additional swimming opportunities for every year group before and after they receive their curriculum swimming at LiveWire.	the pool so that it is safe to deliver swimming lessons for every year group.	<p>to swimming pool</p> <p>£4459</p> <p>Utilities cost for swimming pool</p> <p>£5000</p> <p>Pool Instructor</p> <p>£500</p>	<p>outdoor swimming pool, which provides swimming lessons for children in all classes during the Summer Term. There has been continued renovation of the pool since September, for example fitting new piping for the filtering system. The pool is now operational and swimming lessons have taken place for all classes in the summer term. The school has also starting to run after-school swimming sessions for KS2 children. This has incurred significant costs including water, electricity and the pool instructor. The pool will continue over the summer to possibly allow swimming in September.</p>	<p>be a longevity to our efforts and expenditures this year. Mr Johnson (site manager) has received new training on pool safety and Mrs Ditchfield has had a refresher course for LifeGuarding. She is to continue to deliver swimming next year.</p>
--	---	--	--	---

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>Pupils should receive high quality first wave teaching that follows our progressive curriculum plans.</p> <p>Staff are to be provided with a range of resources and equipment to give them confidence to deliver PE to a high standard.</p>	<p>New curriculum from Power of PE to be implemented across the year groups. This is to embed the skills taught through Real PE and will provide a range of sports that the children will encounter at high school.</p>	<p>PE Support including training £1860</p> <p>Training £531</p>	<ul style="list-style-type: none"> The school has continued to purchase the SLA with Livewire, which provides support for the PE leader, training for staff and activities for the children 	<p>Staff have all received up-to-date training and information in regards to our current curriculum. To ensure this continues, we will be looking at the online 'Jasmine' programme with Real PE which has been implemented at Burtonwood for the last five years.</p> <p>As an SLE, I will be working with other schools (including the high school) to make sure children receive high quality first wave teaching.</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: Dance across the school is to be given a higher profile to aid the delivery of the curriculum and offer opportunities to perform in each year group.</p>	<p>Dance curriculum to be delivered by Claire from 'MiniMovers'. Each year group will be assigned a full term's dance coverage and an opportunity to perform their final routines.</p>	<p>Dance Teacher £1920</p>	<ul style="list-style-type: none"> Funding for a dance coach for all classes in Key Stage One and Two. This has improved the quality of teaching and learning for the children and training for teachers. Children from Year 2 to Year 6 have performed dances to parents and at the local High School. There is clear evidence that standards in dance have improved significantly over the last three years. 	<p>Without the additional funding, we would continue to allocate budget for dance as the specialist support our school has received is evident in the high quality work produced by the children.</p>
<p>Introduce additional activity provision through break and lunchtime programmes. Ensure the long term planning encompasses a range of activities across each year group to provide as many opportunities as possible.</p>	<p>Ensure that any equipment funded is used in lessons, during clubs, and at break times and lunchtimes, to deliver additional opportunities.</p>	<p>Equipment £1300</p>	<ul style="list-style-type: none"> Additional equipment has been purchased such as indoor athletic resources such as speed bounce and standing high jump. 	<p>Children are going to be able to use the equipment to deliver high quality lessons, they will be taught to use this safely and implement it in their own lessons and warm-ups by UKS2.</p>
<p>An orienteering course to be set up on the school grounds, specific to Burtonwood and supported by a range of resources.</p>	<p>Set up the course and deliver staff training to support teaching and learning of the Orienteering aspects of the curriculum (geography link).</p>	<p>Orienteering £880</p>	<ul style="list-style-type: none"> An orienteering course has been set up in the school grounds with a professionally drawn map and controls. Training was provided 	<p>Staff are to have an 'Orienteering' half term linked to the PE and Geography curriculums in each year group. This will be delivered in the Autumn</p>

Provide a range of opportunities for KS1 and EYFS children to access our forest schools programme.	Children in Year 1 and Reception are to be timetabled in 'Willow Wood' our onsite forest school facility. Some learning is to be guided by Learning Objectives from the PE national curriculum.	N/A	for all staff to maximise this resource.	term for Years 3, 4 and 6.
Children across the school to be given an opportunity to attend Primary Ability Days through Warrington School Sport partnership.	Children to be considered for Primary Ability Days based on their physical skills in lessons and any additional learning needs such as SEND.	Covered under supply cover costs and minibus expenses.	<ul style="list-style-type: none"> Year 1 and Reception received weekly lessons in forest schools to support their physical development of both fine and gross motor skills. This was delivered by an HLTA and supported by a teacher. Children from Year 1 to Year 6 attended two Primary Ability Days at Orford Hub across the academic year. 	<p>This will continue next year, lead by our HLTA who will be a fully qualified, designated forest schools teacher.</p> <p>Make sure that the school has entered places for the Ability Days when they become available through WASSP.</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:
Ensure as many children are offered the opportunity to compete as possible, including personal bests within the curriculum and inter school competitive opportunities.	Make sure that there is a wide range of children given an opportunity to compete across the school. Monitored by the PE lead once they have been selected by the class teacher.	Transport £310 Supply cover £300	<ul style="list-style-type: none"> The school ensures that children have the opportunity to participate in inter-school competitions in a range of sports. These 	<p>Next year, keep a record of every child who has an opportunity to compete internally as well as externally.</p> <p>Attend more 'festivals' and</p>

			<p>have included football, netball, indoor athletics, gymnastics, rugby and cross country. As many of these competitions take place during the school day, supply cover needs to be provided for the PE leader. There is also a small cost for transport to and from these events when coaches have been required.</p>	<p>non-competitive activities to encourage participation from all pupils.</p>
--	--	--	--	---