



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 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:
<p>Children more active during the school day to develop personal wellbeing Wider range of sports and activities being taught in PE lessons. Wider range of clubs provided to all children. Clear assessment for all KS1 children in FMS. Staff confident in assessing children in all FMS and planning to support these assessment. Fluid PE curriculum planned around the needs of the children especially in KS1 Range of competitions entered and wider range of children taking part. Active 30 minutes a day is occurring and all children taking part in a more active lunchtimes. More equipment available to use to ensure higher quality PE lessons and children are more active.</p>	<p>Personal best activities to be run and clearly monitored. Ensure core task assessments a completed and used to in planning Continue to develop physical stamina in all children – making it fun and interesting. Develop aspects of healthy body – healthy mind to support mental wellbeing</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>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.</p>	83%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	83%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	92%

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?	No
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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: £16900		Date Updated: July 2019	
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: 16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Train and co-work with welfare staff to engage all children to be more active during lunchtimes	PE lead to lead training for welfare staff in play leaders and playground games. Work with welfare staff to model engaging children and encouraging them to be more active.	£500	Welfare staff leading activities – last 20 minutes of lunch, focusing on traditional games with KS1. Some KS2 children help lead games with younger children	Staff trained and becoming more confident, can lead wider range of activities next year. Aim for welfare staff to run a personal best activity each half term.	
Train children in Play Leaders – chn to develop leadership skills and encourage others to be active	PE lead to train chn in play leaders. Chn to lead lunchtime activities in the summer months.	£200	Chn trained and children lead some playtime games with other children	Upper KS2 children trained, these children can help train and develop skills in next years class 4.	
Implement active time at lunches to complete daily mile/30 minute active time – all chn being more active	PE lead to plan, organise and lead different activities for the chn to participate in everyday.	£1000	All chn take part in 20 mins physical activities every lunchtime. Other 10 mins scheduled into class lessons by class teachers. Most classes make lessons more active and have some physical aspects e.g. maths starters.	Sustainable during lunchtimes as staff trained and supporting the activities. Chn to lead more activities to take ownership of this time.	
Online resources used to make lessons more active.	Class teacher and TAs to use practical and physical activities and videos to make lesson more active.			Resources downloaded and saved to be used again. Looking at making all lesson active or have a brain gym activity linked to lesson	
Team teaching to ensure PE lesson are as active as possible	PE lead to team teach and support staff to make sure chn in PE lessons are as active as possible.	£1000	PE lead has model to class teachers how to make PE lesson more active, especially with FMS, moved on to focusing on games lessons.	PE lead still employed by school to support staff. Ensure all children are active during all PE lessons	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 27%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

Planned and focused PE sessions linked to Personal bests, inter-house competitions, cooperative dances – clear links to school values – determination, perseverance.	PE lead to organise personal best challenges at lunches and in PE lessons. Organise a cooperative dance – flash mob led by chn. Discussing the values and how it can be used in other areas.	£1500	Flash Mob – cooperative dance planned Personal best activities happened during PE lessons and some children practiced during their own time	KS1 flash mob aimed for next year and a different activity for KS2 Higher range of personal best activities and planned across the year.
Purchase of Comando Joe's SOW/resources to raise awareness of different challenges and promote a range of physical activities	Buy Comando Joes and arrange staff training for the resource.	£2975	Bought and training has taken place.	Activities, resources will be downloaded and be able to use for year to come. Staff to implement SOW at the start of next year.
Implement PE champions of the month to show case chns work in PE.	Hand out certificates in celebration assembly at the end of each month.	£30	Ongoing	Continue to encourage chn to try their best and improve their skills.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE lead to teach each class to support and enhance all staffs confidence in PE and knowledge of the PE curriculum	PE lead to teach each class once a week Plan and discuss PE curriculum with the teachers	£4500	PE lead teaches each class every week Staff being support with planning and teaching of curriculum PE	Staff member still employed by school to support staff where needed. Teachers to plan and deliver a new activity next year
PE lead to continue with level 5 course – focusing on how to lead PE effectively	WM to continue with the level 5 course and complete in summer term	£200	Ongoing	Ensure quality of planned PE is continuing and developing for all
PE lead to implement clear assessments for core tasks and FMS	PE lead to organise, manage and support the assessments of FMS and core tasks.	£1000	Assessments of baseline FMS taken place – focused on for the first half of the year Core tasks assessed at the end of the term by class teachers and given to PE lead	All staff trained and confident to assess PE –FMS and core tasks. Create an intervention for chn who are not achieving all FMS by end of KS1
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Buy equipment to be able to teach and run after school clubs for a range of new sports – tri golf, lacrosse, curling, boccia bowls.	Order equipment needed to teach new sports.	£1500	Equipment bought and after school clubs started March Equipment has been used in curriculum PE	Enough equipment bought for all children to be able to use during PE lessons leading to more active lessons.
Organise and run a range of clubs using outside agencies to extend experiences	Email and book agencies to lead after school clubs		Range of clubs has grown over the year, 4 out of 5 clubs are PE based and all have a practical element.	Staff to continue to deliver clubs for children.
Plan and host a OAA day on the school site	Organise and book mountain monkeys to lead an OAA experience day on school site	£900	Activity day taken place and a was a big success, children used and learned new skills.	Links for children to join clubs outside of school. Use and plan own OAA days and events.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

PE lead to continue to run and organise Coppull Schools Sports competitions	PE lead to meet with other schools in Coppull and arrange competitions	£700	Ongoing – school sports day competition and bowling competition scheduled for after May half term.	School links formed and continue to develop competitions between schools.
Have a service agreement with E Smith to provide and run competitions and events	Sign service agreement and attend the competitions	£800	Ongoing – a number of competition already taken place and a range of children have competed in these competitions	Focused competitions with links to clubs available if requested.
Travel to different competitions so more children can compete in competitive sport	Book taxi's to the different schools.	£100	Taxi's to take children to different school events during the school day	More children engage linking to more parental support in transport.