



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:

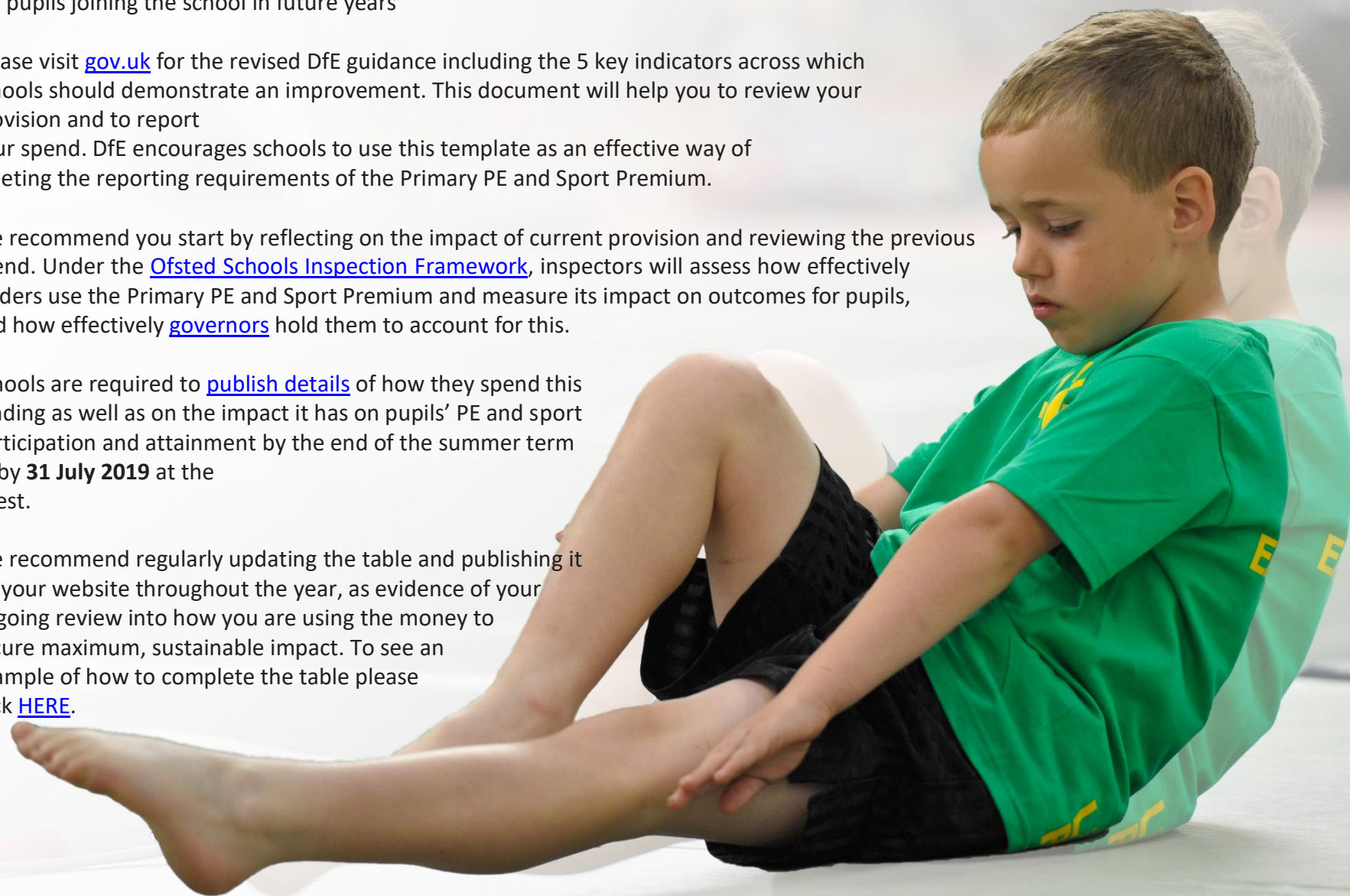
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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"> • Sports Leaders – We have Year 6 specialist leaders that help and support RA with zoning. These leaders have training in September by ES and then oversee the games on the ball zones. They also inform RA on equipment and new activities needed for zoning. Our leaders help ES with after school competitions • RA has completed AFPE Level 5 this has resulted in a much clearer picture in subject leadership and how to drive PE forwards. RA more confident in supporting staff to develop their PE teaching leading PE in school. • Zoning - all children now participate in structured play at lunchtimes. This has led to improvement in behavior at lunchtimes, improved throwing and catching skills, and increased competition. • We provide a wide variety of after school clubs including martial arts, golf, multi skills, fitness, cheerleading, to engage a wider range of pupils. This variety of clubs has led to more children taking part in afterschool clubs. • Imoves improved teaching of dance across the whole school. After purchasing the Imoves resource ES delivered a whole school inset on how to use this resource and the basic of teaching dance. ES also supported staff in curriculum time when teaching dance. This has led to staff feeling more confident and enthusiastic in teaching dance. There has been an increase in the amount of dance and the variety of style taught across the school. • The profile of PE and competitive sport has been raised both in school and with parents through success being shared in the Friday good news assembly and through social media and website, this has led to more children wanting to be part of it. • Forest school is now well establish in school with staff trained and resources available to deliver a practical outdoor experience, the children look forward to the sessions. 	<ul style="list-style-type: none"> • Staff have been provided with training on the 30 active minutes and have access to a number of resources to support this, however it is not yet embedded whole school. We made a good start on this last year but we need to develop this further. • Due to our improvement in teaching the Fundamental movement skills across the school in previous years, pupils can perform individual skills to a good level. To develop this further our children, need a better understanding on how to play games. They are very good at isolated skills but struggle with tactics, strategies and teamwork. We will focus on this across KS2 with ES and RA supporting staff to develop this. • To develop pupil's knowledge of keeping fit and staying healthy. We will introduce a healthy lifestyle unit in UKS2 to give pupils a better understanding of how and why it is important to be fit and healthy. This will also link to the PSHE and Science curriculum, ES will support staff and team teach this unit and provide resources for further use. • Targeting intervention for pupils to improve mental health and physical well-being. Small group sessions with ES to improve confidence, self- esteem and activity. • Continue to develop dance and increase pupils experience of different dance styles, we will continue to invest in the Imoves package. • Increase the range of after school clubs in KS1

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.	76.9%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76.9%
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?	No

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: £18726	Date Updated: 8 th 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: 22%
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"> Work towards the provision of the 30 active minutes across the whole school. We need to support staff with ideas and resources to enable them to feel confident in facilitating this. To develop pupil's knowledge of keeping fit and staying healthy in UKS2. Focus on this through units of work in PE, links also with the Science and PSHE curriculum. 	<ul style="list-style-type: none"> RA to establish current provision for active 30 minutes RA to know what activities the classes doing and when RA to support staff with resources and ideas to ensure high quality active 30 minutes are provided to all children. Monitor and track provision of the active 30 minutes and share good practice Resources – purchase Imoves resource and look at other resources available and share with staff. Timetable UKS2 classes to work with ES to deliver/team teach the Healthy Lifestyles unit. ES to write the unit of work and create resources, linking 	<p>£1788.20 RA salary</p> <p>£1525 ESPE</p>	<ul style="list-style-type: none"> RA carried out drop ins to observe Active 30mins in the classroom-pictures taken as evidence RA did classroom drop ins(15/11/18) observing active 30 mins (Maple, Cherry & Poplar) loads of active resources on the BBC Supermovers being used. RA emailed resources to all staff to help with Active 30mins PE lead is aware of the current provision in school and has ideas for further development. Pupils have a better understanding of how to lead an active lifestyle outside of school. Pupils responded well to the unit and showed a good 	<p>Staff have resources and knowledge that can be used in future years regardless of funding available.</p> <p>Next Steps</p> <ul style="list-style-type: none"> Continue to focus on this as we still need to ensure that all classes are delivering the 30 active minutes and it becomes embedded. <p>Staff have resources and knowledge to deliver this unit in future years.</p> <p>Children will have a greater understanding of how to seek</p>

	<p>the unit with the science and PSHE curriculum.</p> <ul style="list-style-type: none"> Ongoing evaluation of the unit and questionnaire to staff at the end of the unit to assess effectiveness of the unit. 		<p>understanding throughout the sessions.</p> <ul style="list-style-type: none"> Pupils understand why it is important to be physically and mentally healthy. Staff and pupil evaluations ongoing though the unit Staff showed that they are confident to deliver this unit in future years and pupils now have a good basic knowledge of physical and mental health. Lots of pictures taken on class ipads to inform future planning. Willow class did a whole school assembly based on their learning from this unit and shared their knowledge with the rest of the pupils in school. 	<p>out further activities and lead a healthier lifestyle in the future.</p> <p>Next Steps</p> <ul style="list-style-type: none"> Look for opportunities to involve parents in their responsibility of the Active 30 mins.
<p>Subscribe to the Lancashire PE level 1 support</p> <ul style="list-style-type: none"> New Updated KS2 Lancashire PE Scheme of Work 2019 Includes: <ul style="list-style-type: none"> 1 days training for PE subject leader or KS2 teacher Personalised electronic copy per school Four hard copy resource booklets, one per 	<ul style="list-style-type: none"> RA to liaise with CSSP to subscribe to LCC support PE subject leader (RA) to attend training PE subject leader (RA) to get new 2019 Lancashire Scheme of work and share with staff. RA to attend Lancashire PE Conference. 	<p>£450</p> <p>Cost of cover £340</p>	<ul style="list-style-type: none"> Scheme of work available in school. RA attended SOW training and Lancashire PE conference. RA has resources and ideas to share with staff 	<p>SOW available in school for future years.</p> <p>Next steps</p> <p>Share information with staff.</p>

<p>year group (Y3-Y6), • Access to a website with additional resource materials and videos.</p> <ul style="list-style-type: none"> 2. Early Years - 5 FMS Under 5 training course for Pre-school and Reception teachers (includes resource book). 				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to develop the whole school value of resilience through PE</p> <p>Use of PALS to create a positive atmosphere at lunchtimes and to be role models for the whole school values, in particular resilience</p>	<ul style="list-style-type: none"> Look at existing opportunities to promote resilience in the school day – e.g within the PE curriculum, zoning and also at after school clubs/competitions. RA/ES to ensure that resilience is a key focus in PE lessons. RA/ES to support staff in developing this in NCPE, especially in the games and fitness units of work. RA to work with welfare staff and sport leaders to ensure fair play, sportsmanship and a positive atmosphere during the zoning sessions at lunch times. PALS training provided by ES to focus on being a good role model and to support the whole school values. 	<p>£1788.20 RA salary</p> <p>£500 Equipment for zoning/PALS</p> <p>£1525 ESPE</p>	<ul style="list-style-type: none"> PALS training was delivered in September by ES – the updated training sat in line with our school values which made the training more relevant to our pupils. The training was more in depth than previous years and has provided the leaders with a greater understanding of sports leadership. The number of sports leaders is growing every year which is having a positive effect in pupils activity levels and behavior at lunch times 	<p>RA attended PALS training and could deliver this training in the future if the funding was no longer available.</p> <p>Positive attitudes at lunchtimes will continue to be reinforced by all staff as this has reduced the number of behavioral incidents at lunch times and has the full support of SLT</p> <p>Buddy of the week still a success children are asking if they have won buddy of the week</p> <p>Next Steps</p> <ul style="list-style-type: none"> Engage parents more in the raised profile of PESS.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
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"> Provide practical staff training through team teaching opportunities to develop games skills in key stage 2. Our children need a better understanding on how to play games. They are very good at isolated skills but struggle with tactics, strategies and teamwork. 	<ul style="list-style-type: none"> Timetable of staff CPD with ES and RA, bespoke to staff requirements. ES/RA to plan and deliver games units of work with a focus on tactics and strategies rather than isolated skills. Ongoing liaison with the class teacher to establish next steps for the pupils and staff themselves. Staff to replicate the lesson taught in their second PE lesson to practice the content learnt. Staff to complete evaluations mid-way through the unit and at the end of the unit. 	<p>£1525 ESPE</p> <p>£1788.20 RA salary.</p>	<ul style="list-style-type: none"> Staff improve skills, knowledge and confidence in teaching games. Impact questionnaires show that all staff have benefitted from the staff support. Increased success at competitions – especially in games as a result of greater focus on teamwork and tactics – we have already won the football competition and achieved bronze medals in the netball competition. RA has already adapted his own lessons following observing ES in teaching games and through discussion with ES has modified activities to use in his own Y6 PE lessons. He has also gained further insight in differentiating skills to meet the developmental needs of each age group. This builds on the learning on the AfPE course. RA feels confident in asking advice from ES and regularly uses 	<ul style="list-style-type: none"> By working alongside ES/RA and replicating the lessons will lead to greater sustainability as all KS2 staff will have been supported to deliver games more confidently and develop their own teaching skills and confidence. ES provides lessons plans to support future delivery. RA is a permanent member of staff in school and through the development of his teaching skills he is more able to support staff in school in future years. Staff will have the resources, lesson plans and knowledge to use in future years. <p>Next Steps Continue to provide opportunities for staff CPD in line with staff audits and expertise.</p>

<ul style="list-style-type: none"> Continue to use Imoves to develop dance knowledge and experience different dance styles. 	<ul style="list-style-type: none"> RA to ensure all staff have a log in RA to support new staff in accessing the resource. Staff to deliver at least one unit of dance over the year. RA to provide practical support to individual staff as required. 	Imoves £995	<p>this to improve his own teaching.</p> <p>Staff better subject knowledge and increased confidence in teaching dance</p> <p>Pupils more enthusiastic about dance as teachers are more confident in delivering a more relevant and varied dance curriculum through the resources provided on Imoves – Y3 are already working on a new dance style as the class teacher is confident in using the Imoves resources.</p>	<p>Imoves purchased for another year.</p> <p>Staff experience of using Imoves and develop their knowledge for future delivery of dance.</p>
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:
Target pupils who do not attend clubs to provide opportunities for them.	<ul style="list-style-type: none"> Use spreadsheet to establish which children do not already attend after school clubs. Use pupil voice to find out what barriers prevent these children from attending Use this information to ensure that these pupils are invited to clubs as a priority. 	<p>£1788.20 RA wage</p> <p>£300 Resources/equipment to deliver the club</p> <p>£400 Zumba instructor</p>	<p>Zumba, Football, Dance, Fitness, Golf, Cheerleading, and Multi Sports club up and running. These club shave all been delivered and had a good uptake from a range of pupils across the school.</p> <p>Club register of attendance</p>	<p>These pupils have had a positive experience of clubs and therefore may seek out opportunities in the future.</p> <p>RA spreadsheet set up and will continue to monitor and provide opportunities in future years.</p>

Provide more opportunities for KS1 clubs	<ul style="list-style-type: none"> • Monitor attendance at the clubs • Look at opportunities to deliver a club for KS1 • Ask staff who are willing to deliver a club. • Provide training/resources for the club to go ahead. • Look at outside providers for specialist i.e. Judo • Deliver the club and monitor attendance 		This has been difficult to achieve this year for a number of factors. We will look to ensure that this happens in Autumn 2, 2019. KS1 have, however had the opportunity to attend competitions.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Competitions hosted at cluster primary schools making it more accessible for our pupils to attend.	<ul style="list-style-type: none"> • Use ESPE competition list to plan clubs/competitions over the year. • ES to work with cluster schools in hosting competitions – identified on the competition list • Provide leaders to train and assist in the running of the competition 	<p>£1788.20 RA Wage</p> <p>£1525 ESPE</p>	<p>30 pupils attended the cross country competition hosted at our school as it was much easier for our pupils to take part. 6 leaders assisted in the running of the competition</p> <p>Year 1/2 came second place in the fundamental movement comp at Southlands- this shows that our KS1 children are developing in these skills</p> <p>We entered 2 Y6 girls into the dance comp at southlands-both girls went home with medals gold and silver respectfully.</p> <p>Y3/4 Gymnastic we won more</p>	<p>Cluster schools experienced in hosting competitions and therefore these would continue in the absence of the sports premium funding.</p> <p>Next steps Host different competitions next year.</p>

			<p>medals, our team won bronze and our individual gymnast won silver and bronze.</p> <p>Our Y34 boys won the gold medal at the football competition held at All Saints</p> <p>We also won the KS2 Dodgeball Competition held at Coppull Primary</p> <p>Y5/6 won the gold medals at the Handball competition at Southlands (7/5/19)</p> <p>Y4/5 won the silver medal at the handball competition at Southlands 15/5/19)</p> <p>Y5/6 Boys football through to the quarter finals of the CM Booth Schools Memorial Trophy</p> <p>Y3/4 won the silver medal at the Athletics competition at Coppull St Johns Primary School.</p> <p>Y5/6 won the bronze medal at the Athletics competition at Coppull St Johns Primary School.</p> <p>Y5/6 won the silver medal at the rounder's tournament held at Duke Street.</p>	
--	--	--	--	--

Re-engage with the Chorley Sports Partnership to increase the range of competitions and compete with other schools outside of the cluster.	<ul style="list-style-type: none"> • RA meet with CSSP to establish which competitions we will enter • Select teams and attend competitions. • Monitor and share success 	Cost of attending CSSP competitions. £500	<p>Our Y5/6 girls won the silver medal at the girl's football</p> <p>Further competitions will be hosted at Duke Street giving more of our pupils the opportunity to participate. – We hosted the Boccia Competition specifically for children who do not attend clubs</p> <p>Number of competitions entered – we attended the Y3/4 and Y5/6 Sports Hall Athletics competitions.</p> <p>.</p>	
--	---	---	---	--