



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

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 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>• New curriculums for Gymnastics, Dance and Games implemented (including planning)</li> <li>• Curriculum based around an end point – competitions</li> <li>• PE equipment has been audited, organized, re-stocked and is regularly updated.</li> <li>• School teams have been established and have become successful at both local level and county level (Y4 Tag Rugby County Champions 2017).</li> <li>• Participation in extra-curricular activities has increased, from 55% during the 2015/16 academic year to 88% during the 2016/17 academic year.</li> <li>• Gold School Games Mark (KS2 only) 2017</li> <li>• KS1 Bronze School Games Mark 2017</li> <li>• Staff skills audit carried out and CPD put in place.</li> <li>• Regular staff CPD offered every year.</li> <li>• Whole school and individual staff training has been put into place.</li> <li>• School Sports Crew has been set up (group of Y6 children) to help manage and support PE throughout school and act as a pupil's voice.</li> <li>• School Sports Crew blogging about the sporting events at High Green.</li> <li>• Reporting to parents after every sporting event and special achievements are reported in the local newspaper.</li> <li>• After school clubs put in place to target certain children – inactive and SEN</li> <li>• A report on how the school is using the SSP is presented to governors 3 times a year.</li> <li>• Whole school initiatives/competitions put in place – Sporting Superstars, World Cups, Active Class of the Week trophy.</li> <li>• Big emphasis on promoting a “sporty” ethos throughout the school.</li> <li>• Sports Day's for KS1 and KS2 organized every year. The KS1 Sports Day is run by the Y6 children.</li> </ul>	<ul style="list-style-type: none"> <li>• Target of silver at least for KS1 School Games Mark.</li> <li>• Implementation of the 30 active minutes at school every day.</li> <li>• Organization of playground activities to increase physical activity during break times.</li> <li>• Looking into the potential of using the SSP to employ a play leader during lunch times to help further increase physical activity during break times.</li> <li>• Implement a variety of personal challenges during the academic year.</li> </ul> <p>Creation and implementation of the OAC (Outdoor Adventurous Classroom).</p>

<ul style="list-style-type: none"> <li>• Attending regular competitions across every year group</li> <li>• Helping set up and implement a local “cluster” of competitions to increase the access to competitions.</li> <li>• After school clubs set up based around the interests of the children.</li> <li>• Strong relationships with external agencies and parents have been created.</li> <li>• Staff meetings have been put on for staff to keep them updated about the SSP and the most recent expectations.</li> <li>• Active scheme of work for math paid into to help work towards the 30 active minutes at school every day.</li> <li>• Active Charter setup and agreed by staff, on how we will achieve the 30 active minutes every day.</li> <li>• Active Charter sent home to parents.</li> <li>• Active activities included as part of each key stages “Enrichment” activities.</li> <li>• 15 minutes woodland lesson each week.</li> <li>• Introduction of Active Assemblies.</li> </ul>	
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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?	97%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%

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?	Yes/ <b>No</b>
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\*Schools may wish to provide this information in April, just before the publication deadline.

## 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: £	Date Updated:	Percentage of total allocation:	
<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			%	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated: £5659	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>GoNoodle used as a way to measure how many active minutes a class is doing each week. The winning class each week is presented with the Active Class of the Week trophy. Parents are informed each week via ParentMail who the Active Class of the Week is.</li> <li>Maths of the Day subscribed to. Active lessons during maths.</li> <li>Active Play Leader employed to increase physical activity at break times</li> </ul>	<ul style="list-style-type: none"> <li>GoNoodle introduced and demonstrated to staff and governors.</li> <li>School Sports Crew check the active minutes each week</li> </ul>	£15	<ul style="list-style-type: none"> <li>All staff using GoNoodle. Class activity can easily be monitored via the website.</li> </ul>	<ul style="list-style-type: none"> <li>Free!</li> </ul>
	<ul style="list-style-type: none"> <li>Website subscribed to.</li> <li>Staff to attend a Staff Meeting on how to use the scheme of work.</li> <li>Each class to do at least one active math lesson a week.</li> </ul>	£594	<ul style="list-style-type: none"> <li>Children active during math lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Resources downloaded and kept to be reused in the future.</li> </ul>
	<ul style="list-style-type: none"> <li>Job application to be posted and interviews to be held.</li> <li>Active Play Leader to work closely with PE Coordinator to constantly evaluate physical activity during break</li> </ul>	£3500		<ul style="list-style-type: none"> <li>Active Play Leader to work with the School Sports Crew and dinner ladies to help up-skill their subject knowledge.</li> </ul>

<ul style="list-style-type: none"> <li>PE Coordinator given 1 day release time a month.</li> </ul>	<p>times and target specific inactive groups/children.</p> <ul style="list-style-type: none"> <li>Supply cover.</li> </ul>	<p>£1400 or £1200</p>	<ul style="list-style-type: none"> <li>PE Coordinator to monitor the spending of the SSP.</li> <li>New initiatives implemented to increase the levels of physical activity at High Green.</li> <li>Coaches booked to deliver ASCs.</li> <li>Monitoring of children who have attend ASCs and targeting inactive children.</li> <li>Reporting to parents on recent sporting events/achievements.</li> <li>Updating the action plan and setting targets.</li> <li>Monitoring the curriculum and constantly updating planning.</li> </ul>	
<ul style="list-style-type: none"> <li>Support and involve the least active children by providing target activities.</li> </ul>	<ul style="list-style-type: none"> <li>Recruit a coach to deliver a weekly lunchtime “Change 4 Life” club, targeting pupils who have been identified as the least active (using the monitoring system put in place). Club to last for a half term</li> </ul>	<p>£150</p>		
<ul style="list-style-type: none"> <li>Promote and “sporty” ethos throughout school and encourage children to be physically active.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of the High Green Active Charter, highlighting everything that we do at High Green Primary to promote a healthy and active lifestyle.</li> </ul>	<p>£0</p>		

	<ul style="list-style-type: none"> <li>• 1 enrichment activity a week to be an 'active' activity – Just Dance, woodland, Imoves, PE, ect.</li> <li>• Trophy for the Active Class of the Week via GoNoodle.</li> <li>• 15 minute woodland time for each class every week.</li> <li>• Development of the trim trail on the school field.</li> <li>• Development of the OAC (Outdoor Adventurous Classroom).</li> <li>• Active Assemblies.</li> <li>• Maths of the Day</li> </ul>			
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<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	%

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated: £300	Evidence and impact:	Sustainability and suggested next steps:
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<ul style="list-style-type: none"> <li>• Parents reported to after every sporting event.</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting to parents via ParentMail.</li> </ul>	£0	<ul style="list-style-type: none"> <li>• ParentMail sent out to parents after each sporting event, detail how the children did.</li> <li>• ParentMail sent to every parent, not just to the children's families who attend the competition/event.</li> </ul>	
<ul style="list-style-type: none"> <li>• Special achievements reported in the local newspaper (Look Local).</li> </ul>	<ul style="list-style-type: none"> <li>• Articles written and submitted to the local newspaper.</li> </ul>	£0	<ul style="list-style-type: none"> <li>• Y4 Tag Rugby County Champions 2017 newspaper article.</li> <li>• Gold Sainsbury's School Games Award article.</li> <li>• Yorkshire Sport</li> </ul>	



<ul style="list-style-type: none"> <li>• Sporting Superstars whole school display.</li> <li>• Staff meetings delivered by the PE Coordinator updating staff on current actions regarding PE throughout the school.</li> <li>• PE Coordinator reporting updates to the governors three times a year.</li> <li>• SWFC Primary Stars Community Programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school display showcasing individual sporting achievements from the children.</li> <li>• Staff meetings scheduled.</li> <li>• Health and Wellbeing governor's meetings scheduled for each term.</li> <li>• Helen (SWFC Girls Development Officer) is in school 1 day a week for the whole academic year.</li> <li>• Half the day (morning) she is supporting in class.</li> </ul>	<p>£0</p> <p>£0</p> <p>£0 for the first year.</p>	<p>Foundation "design a new mascot" competition winner article.</p> <ul style="list-style-type: none"> <li>• Children bring in medals, certificates, trophies, photos, ect, that they have been awarded to share with their class. The class teacher then takes their photo and puts it onto the whole school Sporting Superstars display.</li> <li>• Helps give the children a real sense of achievement in what they have done.</li> <li>• Staff have a better understanding of what is happening throughout school.</li> <li>• Staff all engaged in promoting a "sporty" ethos throughout High Green Primary.</li> <li>• Governors have a better understanding of what is happening throughout school.</li> </ul>	
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<ul style="list-style-type: none"> <li>• Introduce intervention for reluctant readers – “Reading Champions” delivered by SWFC.</li> <li>• Children identified by the SENCo as needing extra support with physical literacy, social and emotional needs etc. to receive interventions through the “Smarty Pilates” programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Half the day (afternoon) she is team teaching PE lessons.</li> <li>• Identify children to receive the football-themed “Reading Champions” intervention.</li> <li>• TA paid extra to deliver “Smarty Pilates” intervention??</li> <li>• “Smarty Pilates” purchased to be used in school.</li> </ul>	<p>£300</p> <p>??</p>		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2849	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• CPD sessions offered to staff, targeting identified needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Arches CPD programme.</li> </ul>	£935	<ul style="list-style-type: none"> <li>• Arches Bronze level membership signed up for.</li> <li>• Includes access to their CPD scheme and resources.</li> <li>• Staff identified an area that they would like to improve and signed up to the appropriate CPD.</li> <li>• Resources and planning provided after each CPD.</li> </ul>	
<ul style="list-style-type: none"> <li>• Team teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics identified as a particular area of weakness by staff.</li> <li>• A qualified gymnastics coach will be coming into school for a half term to team teach with staff.</li> </ul>	£420	<ul style="list-style-type: none"> <li>• Increased confidence and subject knowledge for staff.</li> </ul>	
<ul style="list-style-type: none"> <li>• Inmoves scheme of work implemented for dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual membership subscribed to.</li> </ul>	£594	<ul style="list-style-type: none"> <li>• Access to a variety of lessons and dance resources for staff to use.</li> <li>• Interactive videos available to help staff plan and deliver lessons.</li> <li>• Structured schemes of work that link into class topics available to staff.</li> </ul>	
<ul style="list-style-type: none"> <li>• SWFC Primary Stars Community Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Helen (SWFC Girls Development Officer) is in</li> </ul>	£0 for the first year.		

<ul style="list-style-type: none"> <li>Hire qualified sports coaches to work with teachers to enhance or extend current opportunities. Especially sports that are new to school.</li> </ul>	<p>school 1 day a week for the whole academic year.</p> <ul style="list-style-type: none"> <li>Half the day (morning) she is supporting in class.</li> <li>Half the day (afternoon) she is team teaching PE lessons.</li> </ul> <ul style="list-style-type: none"> <li>Ensure staff that need upskilling receive the opportunity to have a qualified sports coach team teach with them.</li> </ul>	<p>Ongoing – estimate £900</p>		
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2161.71	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities.</li> <li>Upkeep and purchasing of new PE equipment.</li> <li>Repair/upkeep of gymnastics equipment in the Hall.</li> <li>Introduction of Handball into the PE curriculum and attending a local Handball event.</li> <li>Variety of ASCs on offer for KS1 and KS2 each half term.</li> </ul>	<ul style="list-style-type: none"> <li>Review of the curriculum and children’s current interests.</li> <li>Regular review and audit of PE equipment.</li> <li>Annual equipment check.</li> <li>Planning obtained from Arches School Sport Partnership and staff signed up to CPD sessions.</li> <li>ASCs organized half termly based around upcoming</li> </ul>	<p>£0</p> <p>£285.71 (end of Aut 2)</p> <p>£??</p> <p>Cost covered in previous Key Indicators.</p> <p>£1,876 (estimated at</p>		

<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Y3/4 Tag Rugby County Champions.</li> <li>• 5/6 Boys Ecclesfield Cluster Football Champions.</li> <li>• Y3/4 Girls Ecclesfield Cluster Football Champions.</li> <li>• Y3/4 Boys Ecclesfield Cluster Football Champions.</li> <li>• Yorkshire Sport Foundation “Design a Mascot” competition winner.</li> </ul>	<p>competition/events and the needs/interests of the children.</p>	<p>providing 2x ASC a half term at £25per session – Tricky Wingers charge children directly).</p>		
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Percentage of total allocation: %</p>
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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"> <li>• Use the School Games formats to provide the opportunity for pupils to take part in the appropriate level of competition (aiming for Gold School Games Mark): <i>Personal Challenge – 2 competitions</i> <i>Level 1 – 8 competitions</i> <i>Level 2 – 6 competitions</i></li> </ul>	<ul style="list-style-type: none"> <li>• Initiate a KS1 and KS2 half termly personal challenge (<i>e.g. how many times can you bounce a tennis ball on a racket without dropping it?</i>) for Y5/6 Play Leaders to run and record results at break and lunchtimes. Children try to ‘beat their best’ and improve over the course of the half term.</li> <li>• Purchase stopwatches for Y5/6 Play Leaders to use for half termly personal challenge.</li> </ul>	<p>Stopwatches for half termly personal challenge - £22.50 (set of 4 from BishopSport)</p>		

<ul style="list-style-type: none"> <li>Ecclesfield Cluster of School sporting events.</li> <li>High Green World Cups</li> </ul>	<ul style="list-style-type: none"> <li>Use funding to cover transport costs for Level 2 competitions around the city.</li> <li>Local competitions put on for the children to attend against schools from the Ecclesfield cluster.</li> <li>Three separate Word Cups (1x Y1/2, 1x Y3/4, 1x Y5/6) to be organized and played at St Georges Park, celebrating the World Cup in Russia</li> </ul>	<p>Transport for Level 2 competitions - £150 x 20 = <b>£3,000</b></p> <p>£715</p> <p>£450</p>		
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Total: £14,857.21 (13.12.17)