



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 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"> - Competing with the “elite” schools that win the Preston tournaments, breaking into the top 2 in the Year3/4 Quads Kids Games last year and also winning the CTK competition trophy and the Division 5 Football League - The success of the apprentice. She has started to work through a scheme with children across the whole school to address coordination and balance issues. She has also helped to give the girls more confidence in joining into sports during break and lunch times, as she is a good role model for them, whilst also breaking the stigma that some boys had about girls and sports. She has brought more sports to the infant play times by bringing resources from the cupboard and playing games with them. She has also been an asset to teachers in their P.E. lessons as she models the skills that they cannot. - Children are becoming more competitive and confident overall in school in terms of sports and activities, which has rolled into their studies too. With sports becoming a bigger part of school life, the children are becoming more active and determined to improve their skills and also lifestyles. It is also helping to resolve some behaviour issues with certain children. 	<ul style="list-style-type: none"> - There are new staff teacher PE and they need more guidance with understanding the new scheme and PE lessons. As the scheme of work from Lancashire has been updated, some teachers will go on these courses. - To help with some teacher’s knowledge and understanding of specific subjects that they need improving in, two courses (one infant and one junior teacher) will be booked this year. - There is still some work to be done with improving the quality of the infant skills in terms of P.E. There are a lot of children that come into the school without much sporting activity and leave the infants below standard skills in basic P.E skills. - There aren’t any sporting competitions in school apart from Sport’s Day. This doesn’t prepare children well to tournaments outside of school. This also gives the children that aren’t picked for the tournaments and competitions (outside of school) a chance to be involved in one. Inclusive sports such as the Change 4 Life tournaments are also a way of being more inclusive. - When we do swimming in year 4, it is the first time that some children have had lessons so we have on average half the class that are non-swimmers at the start and although they improve we do not get high percentages of confident swimmers at the end. There needs to be discussion with parents in year 2 or year 3 to go to swimming lessons so that they are water confident before they start.

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.	68%
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?	68%
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/ <u>No</u>

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: 2019/20		Total fund allocated: £20'000 (£17'851 spent so far with a few courses still to be reconciled)		Date Updated: September 2019 April 2020		
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: % - Cannot allocate as there are a lot of cross overs with the CTK and PE apprentice wage.	
School focus with clarity on intended impact on pupils:		Actions to achieve:		Funding allocated:	Evidence and impact:	
<ul style="list-style-type: none"> - Continue with outdoor sports or physical activity for breakfast club (15 minutes) to encourage more attendance and getting involved in physical activities - Do core strength, coordination and gross motor skills work with the infant children that haven't developed or are weaker in these skills (15 minute group work) - Introduce the Change 4 Life scheme to make pupils aware of and improve basic health and fitness (targeted group in each 		<ul style="list-style-type: none"> - P.E apprentice to take out groups of children to do sports activities in the playground or in the hall. - Set up a timetable for the infants and go through the scheme; also doing the juniors on some days. - Get training and courses for apprentice from staff and outside agencies - Train PE apprentice to take out small groups of 4 to 6 children to educate them on healthy choices and exercise using the 		-PE apprentice wage (£11'778)	<ul style="list-style-type: none"> - Jess is leading and doing physical activity with some juniors (about 10) to add to the recommended physical activity time. - Jess went on a course on fundamental skills and we are now doing this as an intervention in the infants as it has a direct impact on their PE performance going forward. Children are gaining skills needed before the end of KS1. - Jess is beginning this term with the focus on improving children's physical and mental health. 	<ul style="list-style-type: none"> - Another TA to be trained as a replacement for the apprentice by PE coordinator. - T.A's and some teachers did it for foundation stage and some went on the Sensory Training so can continue from PE apprentice. Start to roll out to the juniors too. - Once the scheme and plan is in place, it can be used by any member of staff in any class.

class)	Change 4 Life resources (with physical activities)	Last year had All4Sports coaching (£840)		
- Introduce more physical activity clubs after school so children get an additional hour of sports and physical activity a week. SENCo to try to identify and invite pupils that need extra activity.	- Set up at least 2 PE clubs for KS1 and another in KS2 with Born to Move and other school staff (including the apprentice) as infant intake is low for clubs.	-Born to Move (£430)	- Started with 4 afterschool clubs but due to numbers Born to Move has been removed and a Yoga dinner time club has been started to replace it. A lot of interest in the rest of the 3 P.E clubs (sports in KS1 - bicycle club - and KS2 and football club)	- As the use of outside agencies aren't sustainable, there is a need to up skill some teaching assistants and teachers, who can do school clubs.
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:
- Celebrating sports achievements in weekly and monthly assemblies to enhance the importance of sport and encourage all pupils to participate and become involved in and out of school. - Sporting activities like clubs and competitions to be highlighted on the TV in the entrance way and newsletter. This gives children pride in representing our school as well as improving the profile even more.	- Achievements and results celebrated in assembly (parents invited to the monthly assemblies) - "Sports corner" in the newsletter to show calendar of event, clubs and competitions. Also a PE board needs to be created somewhere in the school. - The Apprentice to document all sporting achievements in the school with the sporting participants helping to create a	-PE apprentice wage	- Starting to get a bigger part in all assemblies. Children enjoy explaining their tournaments and starting to blog about them (this is instead of the sports corner in newsletters. More interest in sports throughout the school with a lot of children trying out for tournament teams and trying to impress in PE lessons. - Jess has added a PE board to highlight sporting achievements and also health education. She has also added a lot of sports power points for the entrance TV.	- Sustainable as one member of staff can replace the apprentice's tasks ensuring they have time given to do it. - Also, start putting posts and pictures on school dojo and the school website so more people can see achievements. - Assign "Sports Leaders" in Y6 to help with reports so that they do the work instead of the apprentice.

	power point to explain the events.			
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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:
<ul style="list-style-type: none"> - To up-skill staff with the support of co-ordinator and apprentice so that they can be assisted in gaining confidence and knowledge in teaching PE and support so they can improve progress and achievement of pupils. - To send two teacher on courses - To go on updated Scheme of Work courses to understand any new techniques and methods in teaching. 	<ul style="list-style-type: none"> - To set up a timetable for the co-ordinator to assist 2 teachers a half-term on a specific sport/activity. - To do PE training sessions for HLTA's and new teachers to help with the correct techniques. - To speak through the PE policy with the teachers during a staff meeting - To ensure CTK partnership is renewed and set up timetable for specialist coaches to attend - To send one teachers on a course for specific training (yoga). - To send one teacher on a gymnastics and dance KS2 course - To attend the new Lancashire scheme of work (Foundation, KS1 and KS2) 	<ul style="list-style-type: none"> -Courses Yoga £350 yoga KS1 SofW (£195) KS2 SofW plus app (not collected yet) KS2 gymnastics and dance course (not collected yet) Foundation SofW (not collected yet) -PE apprentice wage 	<ul style="list-style-type: none"> - Jess is working on a timetable to assist teachers on sports. - Helping HLTAs first as they have had no prior training in PE and need to assess their competency. - PE policy given out during staff meeting. Still need to discuss the main parts so teaching is uniform. - Partnership renewed and timetable set for teachers and use of halls. - Lorna sent and is doing a dinner club and has demonstrated during staff meeting. Progression still to be decided. - Ruby still to do the gymnastics and dance course. - KS1 and KS2 courses completed. KS1 - Fundamental skills implemented in infants and also an intervention scheme created to improve 	<ul style="list-style-type: none"> - Sustainability will be achieved over the next few years as each teacher will be trained in one activity that they can become leaders in this sport and share their expertise with others. - CTK partnership includes dance festivals, coaches and tournaments. The up-skilling of teachers in gaining knowledge and techniques is sustainable but the partnership itself is unsustainable without funding. - A PE inset day will be needed to share practical ideas and knowledge. - Sustainable as long as HLTA wage can be covered for the next 2 years.

			these skills in children. Lancs SofW is being tested this term with the new plans and assessments. Cost of courses weren't free as we needed to become members.	
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:
<ul style="list-style-type: none"> - Continue to offer a wider range of activities within and outside the curriculum to give pupils different experiences in Sports - To ensure that resources are well stocked and are correct size for the age group using it. 	<ul style="list-style-type: none"> - To create a timetable that incorporates at least the main units of study every two years plus additional extra units that add variety to the curriculum. - PE coordinator to train apprentice in the main units of PE plus extra areas that are different - Yoga for schools will be pushed after teacher has training. - Ensure resources are stocked for main and newer units of P.E 	<ul style="list-style-type: none"> -PE apprentice wage -Resources (£1060.91 so far) 	<ul style="list-style-type: none"> - Long Term PE plan made so there is progression and variety in all activities throughout the school and the teachers know the activities that they are teaching. - PE coordinator and apprentice have been team teaching classes and assisting in the PE understanding of teachers. Started with the HLTA teachers so they understand the expectation with follow up competency observations to follow. Apprentice has excellent understanding and will start to train teachers on her own this term. - Yoga teacher is doing a club and will share expertise with 	<ul style="list-style-type: none"> - PE coordinator to train apprentice in skills in every main unit that they will share with other teachers during their lessons so more staff will have a broader knowledge to teach pupils. - Ensure that the resources are stocked checked and looked after so we don't need to replace as often.

			<p>other teachers throughout the year. It is another extra topic that varies the units.</p> <ul style="list-style-type: none"> - - Stock of main unit resources are good so that differentiation can happen more effectively (such as different size footballs) and activities don't have a long waiting time as there are almost 1 ball each if needed for a lesson. 	
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:
<ul style="list-style-type: none"> - To continue the partnership with CTK that provide 10 tournaments/festivals across all classes throughout the year so pupils can participate in competitive sports outside of school. - To continue to be part of the netball and football league set up by DB Sports (Preston Primary School Sports Council). To re-enter the sports tournaments with DB Sports, Preston Primary School Sports Council and Sports Games. 	<ul style="list-style-type: none"> - Renew partnership with CTK - Give out CTK booklet of sporting activities and put dates onto diary. - Ensure all coaches have correct qualifications. - The teams to have a designated training day so that they have enough time to understand the rules and positions. - Ensure travel costs are covered to competitions. 	<ul style="list-style-type: none"> -CTK (£2750) -Other Competitions (£140 so far) -Travel costs (£307 so far) 	<ul style="list-style-type: none"> - Partnership with CTK is good. We get coaching and it involves competitions for all year groups but it takes a big part of the budget. Won the tournament last year too. - Continuing with the leagues and competitions with Preston Games and DB Sports and leagues. The selection process has a good impact on children's behaviour and also improves sporting progress. We are very competitive in 	<ul style="list-style-type: none"> - As stated above, the partnership is unsustainable without funding (Key Indicator 3) unless we don't pay for any coaches and instead just hold competitions there as a venue for a smaller fee. - If this works, the timetable

<p>- To start in-school team sports tournaments throughout the year in different sports.</p>	<p>- To organise one sports competition for each class throughout the year with PE apprentice. Time to plan and run the events.</p>	<p>-PE apprentice wage + HLTA wages (£ unknown)</p>	<p>these tournaments (6/30 in athletics) and promoted in all the leagues last year. Won Tom Finney Y4 tournament.</p> <p>- Jess created and ran a multi-skills school challenge in teams. Children enjoyed the day. It gives inclusion in the school as all children have the chance to be involved in competitive sports.</p>	<p>can be run year on year by the P.E coordinator.</p>
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