



# 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](http://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](#).

Created by:  Association for Physical Education  YOUTH SPORT TRUST

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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>- Record amount of children taking part in sports both inside and outside.</li> <li>- We also have a record amount of children taking part in competitive sports.</li> <li>- Have staff highly trained in PE.</li> <li>- Staff are qualified to drive minibus.</li> <li>- We have a large number of girls taking part in sports.</li> <li>- Children are being introduced to new sports such as fencing.</li> <li>- Children are being given opportunities to represent the school in competitive competitions in a variety of sports.</li> </ul>	<ul style="list-style-type: none"> <li>- We are going to start assessing the children in a more simplified way across the school in sports.</li> <li>- We are going to introduce more short bursts of exercise across the school. This is to make sure that all children are getting exercise every day.</li> <li>- We are also going to train more staff in PE. This is because our numbers have significantly increased at the school so we are going to need more PE staff.</li> </ul>
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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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>

## 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.

<b>Academic Year:</b> 2018/19	<b>Total fund allocated:</b> £18510.00	<b>Date Updated:</b> 26/07/19		
<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				Percentage of total allocation:  67.5%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- Introduced a highly skilled sports coach to increase the level of participation in all sports for the children.</li> <li>- Offer children more afterschool clubs.</li> <li>- Introduction of the daily mile.</li> <li>- Introduced a running club.</li> </ul>	<ul style="list-style-type: none"> <li>- Train TA in sports coaching.</li> <li>- TA's have been given a level of sports training.</li> <li>- Teachers/TA's all committed to running an after school club each. Offering a different sport every single term.</li> </ul>	£12510	<ul style="list-style-type: none"> <li>- Increased amount in children attending sports clubs. In KS2 76% of children attended at least one sports club, where as previous year was below 50%</li> <li>- The daily mile allowed the children at least 30 minutes of daily activity a day.</li> <li>- The daily mile combined with the running club saw us</li> </ul>	<ul style="list-style-type: none"> <li>- Aim to increase the amount of children again in clubs. By using pupil voice of those who did not attend one.</li> <li>- Introduce an extra incentive, such as skipping. So there is a choice of daily mile or skipping.</li> <li>- Continue to have coaches working with TA's so that we can upskill our staff.</li> </ul>

			<p>have a record amount of children enter the local 'mini-marathon'. In this event we also recorded our highest ever finishes.</p>	<p>- Embed daily mile/daily skip in every school day.</p>
<p><b>Key indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
				<p>5%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>- Introduction of a weekly medal for PE sports star of the week.</li> <li>- Introducing PE pupil leaders in year 6.</li> <li>- Introduction of new notice board and a new trophy cabinet in the main reception that shows all the schools sporting achievements.</li> </ul>	<ul style="list-style-type: none"> <li>- Purchasing 15 new medals.</li> <li>- Go on courses of how to utilise sports leaders in our school so that they are being maximised to their full potential.</li> <li>- Cabinet and new notice board.</li> </ul>	<p>£60 = 15 x 4</p> <p>£350</p> <p>£650</p>	<ul style="list-style-type: none"> <li>- Children became more engaged in PE as they all wanted to win the medal and wear it for that week. The children also began to use their values more and use sportsmanship in sport as the award was often given for those reasons.</li> <li>- PE leaders have been utilised effectively. It has given the children responsibility, leadership skills and</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school staff and pupils have become hugely invested in sport and therefore allowances are being made for children on sporting days.</li> </ul>

			<p>engaged more children in sport across the school.</p> <ul style="list-style-type: none"> <li>- Noticeboard is full of dates for next fixtures, it is full of pictures of those fixtures. We have also got a section of the staff in the school playing sports to encourage the children.</li> </ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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>- Courses for staff that are involved in the teaching of PE. These are both provided by the WHF and by the local schools' council.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- In order to achieve this, we just need to provide cover for the teachers that are taking part in the courses during the school day.</li> </ul>	<p>None required to achieve our goals in this indicator.</p>	<ul style="list-style-type: none"> <li>- PE lessons are being taught to a higher standard all across the school. This has had a huge impact on the children's learning and academic outcomes in PE. It has also encouraged more children to get involved in sports. More children have become involved in sports both inside and outside of school as a result.</li> </ul>	<ul style="list-style-type: none"> <li>- We will continue to send staff on courses for PE that will improve their personal development. This will continue to improve the quality of PE taught all around the school.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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"> <li>- We are going to introduce fencing to the school PE curriculum.</li> <li>- We are also going to raise the profile of dance across the school.</li> <li>- We are going to increase the participation of all sports across the school.</li> </ul>	<ul style="list-style-type: none"> <li>- To achieve this we need to hire a fencing instructor who is trained in the sport.</li> <li>- We are also going to employ a highly skilled dance instructor.</li> </ul>	<ul style="list-style-type: none"> <li>£3410.00</li> <li>£950.00</li> </ul>	<ul style="list-style-type: none"> <li>- The children were able to able to participate in a sport that they may never get the chance to take part in again. The children also learnt a vast range of new skills that are included in both fencing and in dance.</li> <li>- The children also gained a broader vocabulary from these two sports as there are technical terms involved that the children needed to understand.</li> </ul>	<ul style="list-style-type: none"> <li>- We are hoping to increase the use of both skilled instructors and continue to develop the skills of the children further.</li> </ul>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.3%
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>- We are required to pay into the Salisbury academies as a contribution to the school games organisation.</li> <li>- We are also going to have an external organisation</li> </ul>	<ul style="list-style-type: none"> <li>- None required.</li> <li>- Find a highly skilled coaching organisation.</li> </ul>	<ul style="list-style-type: none"> <li>£25.00</li> <li>£600.00</li> </ul>	<ul style="list-style-type: none"> <li>- Children were able to take part in competitions and put their practice into real life scenarios.</li> <li>- Children were highly engaged in sports. They</li> </ul>	<ul style="list-style-type: none"> <li>- We will continue to take part in the Salisbury schools games organisation so we can continue to compete with local schools.</li> </ul>



<p>and coach PE and football. This will take the weight load off of our own sports coach and it will also mean that the children are getting high level football coaching to improve their competitiveness.</p> <ul style="list-style-type: none"> <li>- We are going to pay for a MIDAS mini bus course. This is required by our federation so that a member of staff can drive children to sports tournaments.</li> </ul>	<ul style="list-style-type: none"> <li>- Send a member of staff on the MIDAS course and provide cover for them whilst they are there.</li> </ul>	<p>£180.00</p>	<p>were also encouraged to take part in sports outside of the school. The impact it had on the children was fantastic.</p> <ul style="list-style-type: none"> <li>- The MIDAS course has been invaluable to our children. We have been able to enter more tournaments than ever before. We have been able to easily have a driver who is qualified to take us to all of the tournament locations.</li> </ul>	<ul style="list-style-type: none"> <li>- The training of a member of staff to drive the minibus means that we are now able to easily access tournaments that require travel. Providing we can secure a minibus from an external source.</li> </ul>
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