



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



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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.

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | % |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | % |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | % |
| 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: 2017/18 | Total fund allocated: £18470 | Date Updated: 20/02/18 | | |
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| 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: 4% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>School committed to supporting every pupil to be physically active in addition to core PE and school sport provision and increasing awareness of the issues that affect their health.</p> <p>1. Track physical activity across the school day, highlighting opportunities for all children to achieve at least thirty minutes of physical activity per day.</p> <p>2. Research physical activity programmes and interventions including Active Learning and 10 minute activity breaks.</p> | <p>1a Develop Leeds Beckett wrist band scheme across the school to encourage children to track their daily physical activity</p> <p>1b. To purchase Koboca programme and all pupils in school to take Koboca survey to identify physical activity levels and activities they would like to try.</p> <p>1c. Engage pupils not meeting CMO guidelines by providing activities they have requested</p> <p>1d Explore active schools planner</p> <p>2a. Explore 'Maths of the Day' as a possible physical activity intervention which could be implemented throughout the school.</p> | <p>£300</p> <p>£500 (M.O.T.D)</p> | <p>Children are now tracking their daily physical activity....</p> | <p>Develop a Physical Activity Policy to support, embed and sustain the school focus and to ensure a coordinated approach across the school Consider how going to engage parents in this agenda</p> <p>Complete Koboca survey twice a year to allow us to continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact</p> <p>To Identify less active target groups and their barriers to participation.</p> <p>Creating active learning environments ie Standing Desks, classrooms which allow flow of movement.</p> |

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| 3. Develop a physical activity curriculum map. | 3a. To begin to create a full programme of physical activity opportunities for all pupils | | | Discussions/reimplementation and monitoring of impact. Develop a programme of support for pupils who have been identified as having a poor knowledge of healthy eating |
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Percentage of total allocation:

15%

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|---|--|--------------------------|--|--|
| <p>Initially raise the profile of Physical Activity, PE and Sport across the school and then develop ways of using it as a tool for whole school improvement</p> <ol style="list-style-type: none"> 1. Create a vision for Physical Activity, PE and Sport and adopt across school 2. Ensure Physical Activity, PE and Sport are integral to the school development plan 3. Develop the leadership and management of Physical Activity, PE and Sport and | <p>1a Develop a vision using staff, pupil and parent voice 1b Include the vision in public documents made available to parents and school community – vision on website and in newsletter.</p> <p>2a Develop a Physical Activity, PE and Sport Development Plan with short and long-term targets which is integral to the School Development Plan. The development plan should reflect the outcomes of various completed audits including pupil voice, the YST Quality Mark and School Games Mark</p> <p>3a Subject Leader for PE to attend network events and CPD</p> | <p>£100</p> <p>£2500</p> | <p>The development plan is updated every half term and reflects pupil voice</p> <p>Subject Leader attended 2 PE Networks and worked alongside a consultant to evaluate use of PE and Sport</p> | <p>Develop the school website in relation to Physical Activity, PE and Sport – explore excellent examples from other school and consider how to present information about the curriculum, OSHL and competition program and wider opportunities</p> <p>Conduct a staff and pupil questionnaire across school, collate findings and plan actions from priorities.</p> <p>Use Physical Activity, PE and Sport to improve school development priorities such as attendance and behavior</p> <p>Further establish Active Play</p> <p>Use PE and School Sport as a catalyst for wider learning</p> |

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| <p>associated documents</p> <p>4. Consistently celebrate Physical Activity, PE and sport across the life of the school to ensure that the whole school is aware of the importance of Physical Activity, PE and Sport and to encourage all pupils to aspire to be involved</p> | <p>3b Update the PE policy and ensure the policy is delivered with consistency throughout the school</p> <p>3c Develop a Subject Leader file – ongoing</p> <p>4a Consistently Include Physical Activity, PE and Sport in celebration assemblies every week (eg match results, notable achievements in lessons and school newsletters</p> <p>4b Buy Physical Activity, PE and Sport notice boards and decide where they will be displayed. Have a notice board in the main hall to raise the profile for all visitors and parents</p> <p>Use social media to celebrate the successes of children</p> | <p>£100</p> | <p>Premium spend</p> <p>Subject Leader more confident in understanding her role</p> | <p>Invite local sporting personalities to come to assemblies so pupils can identify with success and aspire to become a sporting hero</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: |
|---|---|----------------------------|---|---|
| | | | | 66% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Teaching and learning in PE is consistently good | | | | |
| 1. Monitoring of teaching and learning in PE | 1a SL to carry out observations / learning walks of PE lessons in the Spring Term 1b SL to monitor PE curriculum coverage | | 10 lessons observed from nursery to year 6 and outcomes used to plan further training for staff | Devise a curriculum map for all staff to follow Establish and embed an assessment framework for PE including a measurement of how many pupils are achieving the expected outcomes at the end of key stages |
| 2. The PE curriculum is progressive, broad and balanced | 2a Purchase real PE scheme 2b Audit and purchase of equipment in relation to the real PE scheme of work 2c SL to attend 3 day real PE SL course | £1800 £1000 £500 | PE SL booked onto the real PE 3 day course – first date April 2018 Purchasing the real PE scheme, delivering whole staff training and purchasing the supporting equipment will result in a much more sustainable approach to PE teaching and learning in the school and will upskill staff giving them ownership of the subject. It will also allow the funding to be allocated to other areas and to readdress the balance of the spend. | All teachers to start to base line pupils against the real PE unit outcomes and to capture progress made over the unit. Pupils achieve the expected outcomes for National Curriculum PE Establish framework using the curriculum map for teachers to evidence PE curriculum coverage to be for transition between year groups |
| 3. Teachers are confident, knowledgeable and skilled in delivering HQPE | 3a Teachers work alongside qualified coaches in PE 3b Develop the implementation of the real PE scheme and training as outlined above | £9000 | Staff now report they are more confident in delivering HQPE lessons | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| <p>Parents, volunteers, sports coaches and local partners provide wider opportunities for pupils. Work in partnership with other schools for mutual benefits of pupils and staff</p> <p>1. Develop extracurricular programme to include a wider range of activities for all year groups that appeal and meet the needs of all pupils formulated through consultation with pupils</p> <p>Ensure maximum uptake of our extra curricular clubs to engage as many pupils in extra curricular clubs as possible</p> <p>2. Increase equipment available at playtimes</p> | <p>1a Use Koboca to monitor pupil levels of participation in OSHL 1b Monitor pupil participation and identify pupils who are not regularly taking part. Have a conversation with these pupils to ascertain the barriers to participation and identify the most popular times for clubs to run 1c Explore the use of coaches and parents to support the delivery of the programme 1d. Use Koboca reports to identify local clubs to support programme and to identify most popular sports</p> <p>2a Purchase play equipment for use at play times to encourage children to partake in a wider variety of activities</p> | <p>£800</p> <p>£800 play equipment</p> | <p>Pupils more engaged at playtimes and lunchtimes and there have been less incidents relating to poor behaviour reported</p> | <p>Develop community links and a community notice board within the school</p> <p>Explore ways that Sports Council can contribute to whole school decision making</p> <p>Develop opportunities for pupils at play and lunchtimes</p> <p>Develop Play Leader programme and implement</p> <p>Set up a Sports Council / Sport Organisers Crew</p> <p>Offer wide range of sports clubs after school and target vulnerable groups to attend</p> |

| Key indicator 5: Increased participation in competitive 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: |
| Develop the competition programme to include a wider range of competitions and activities for all year groups that appeal and meet the needs of all pupils formulated through consultation with pupils. This will include personal best, intra and inter competitions | 1a. Increase participation levels of girls | | | Develop idea of craze weeks at play and lunchtimes to support personal best challenges and intra school competition developing a culture of I can do |

| School own key indicator: Active Schools | | | | Percentage of total allocation: |
|--|--|--------------------|--|--|
| | | | | 6% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Develop partnerships | Join Active Schools programme in Leeds | £1200 | Membership of Active Schools has supported the SL in her role in school and has provided opportunities for children to be involved in events outside of school. A weekly bulletin ensures that the SL is up to date with key information required for developing physical activity, PE and sport within the school | |