



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:

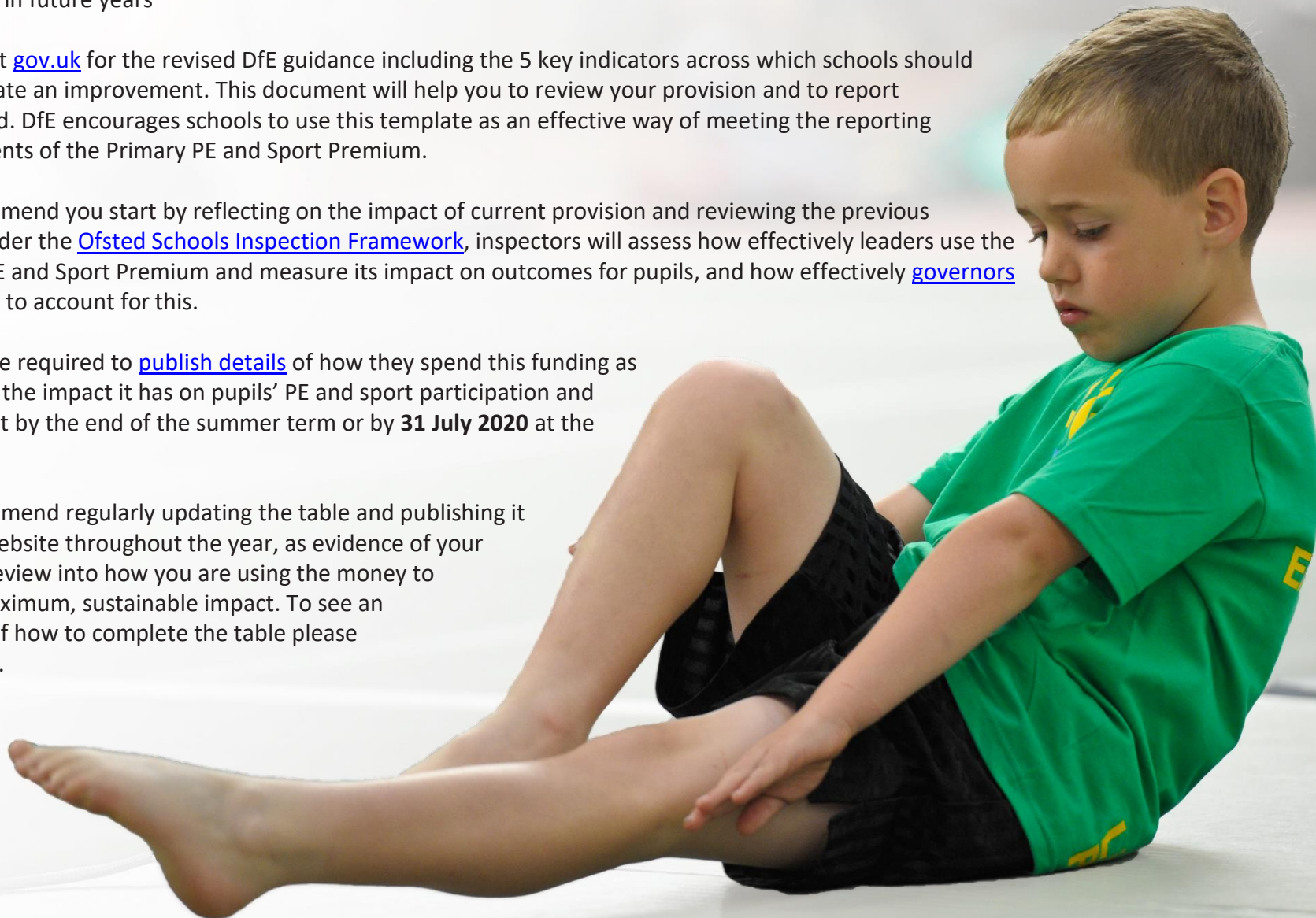
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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 2020** 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:
<p>Children are engaged in 2 hours high quality P.E. per week, in addition to a large range of extra-curricular activities.</p> <p>Confidence and knowledge of staff is maintained by the use of high quality CPD and mentoring by a P.E. specialist.</p> <p>Broad curriculum offered to all pupils in both P.E. lessons and within extracurricular activities.</p> <p>Children engaged in a large number of competitive opportunities – to meet goldmark standards in relation to the KS1 Hampshire kitemark award.</p>	<p>Continue to ensure the number of active minutes each day to 30 minutes and track the engagement of children.</p> <p>Seek opportunities to encourage all children to take part in new festivals and competitions.</p> <p>Continue to maintain the gold kitemark status achieved in previous years.</p>

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: £17200		Date Updated: 25.11.20	
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: 61%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Provision of 30 minutes of activity a day provided by engagement in:</p> <p>1) Just dance / Go Noodle used as brain breaks between lessons every day.</p> <p>2) Continue to run the Golden Mile as an incentive for children to be more active throughout the day</p> <p>3) Revitalize healthy lunchtime activities: active zones – skipping, ball games, throwing and catching equipment, hoops, playground games</p>	<p>Teachers to evidence the engagement of children</p> <p>Continued training for staff</p> <p>Training for lunch leaders during an INSET day – leaders shown new activities to play with children at lunchtime. These have been launched during an assembly so children understand what is available to them to enable them to be active.</p>	<p>£680 – Lunch Equipment</p>	<p>Photos kept as evidence of engagement, shared with parents on tapestry to celebrate their engagement in physical activity</p> <p>Photos kept by teachers as evidence of engagement. Inter class competition with multilink used to encourage children to demonstrate how far they have run and use this as a way to set targets for improvements to achieve their personal best.</p> <p>EL ran an INSET with dinner ladies to ensure they are trained in how to deliver playground games. Dinner ladies trained to monitor engagement and encourage children to take part. EL has monitored lunchtimes throughout the year to ensure planned provision is working</p>	<p>Systems have been set up so this will continue to run effectively next year with minimal need for investment apart from top up equipment where necessary</p>	

<p>4) New KS1 play trail and fake grass – to encourage upper body strength, balance and agility.</p>	<p>Training for school staff including lunchtime leaders</p> <p>Plans and quotations sourced. Training for school staff including lunchtime leaders</p> <p>Encourage children to preserve and keep trying with new challenges.</p>	<p>13,248 artificial grass 9130.85 play trail</p>	<p>effectively and ensure staff understand how to run the different activity zones.</p> <p>Monitoring of increase in physical activity level of children via observations conducted and discussion during school council</p> <p>Monitoring of increase in physical activity level of children via observations conducted and discussion during school council</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 0%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>P.E. has made links with the core values embraced by the school as a way to drive positive behaviours using Seger, Reflective Detective, Super TW and Respector. This will have a knock on effect on whole school behaviour to continue to encourage children to make positive decisions.</p> <p>Whole school assemblies used as a forum to promote school sport and health and wellbeing.</p> <p>Playground whole school assembly Celebration assemblies for festivals attended</p>	<p>Ensure the P.E. lessons are used as a valuable opportunity to award points for the aliens from the Learning Planet:</p> <ul style="list-style-type: none"> - perseverance - reflection - listening - being kind - sharing - managing distractions <p>A particular focus will be Year R with sports day preparation and tennis where children will be rewarded for learning how to manage themselves effectively within P.E.</p>	<p>£0</p>	<p>Behaviour will continue to be of an excellent standard with children learning how to manage themselves in active situations. This in conjunction with the active playgrounds.</p> <p>E.L. monitor playgrounds sporadically throughout the year to ensure children are active and demonstrating the positive values that are shown through the learning planet aliens.</p> <p>Certificates and medals presented in school assemblies from PE subject leader.</p>	<p>System will continue to run next year as the training is embedded and the activities organized</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:
				37%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
A P.E. specialist used to provide modelling and team teaching for all staff to improve confidence and subject knowledge of staff which in turn raises quality of learning for pupils.	Continue to review staff knowledge in each area to ensure that key areas for development are targeted and specific staff who have joined the school receive priority in support	£7183	Observational notes to reflect improvement in staff knowledge Review of staff by questionnaire's and discussions to track improvements and seek new opportunities for training PE Suite analytics available to show the engagement of staff with the platform and how they are accessing the activities.	The P.E. Suite used as a sustainable platform for staff to access to track their knowledge and understanding of each subject area.
A tennis coach to come in to support YR and Y1 during the summer term		£240 £35 p/h	Look at end of term data to monitor children's development of	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: New activities provided for children to further enrich the curriculum within school and in extra curricular activities New activities added this year: -Spikeball competition	Planned time for training of children and competitive calendar agreed with other cluster schools.	£72.00 PP tennis	Monitoring and discussion with pupils during school council meetings to ensure children enjoy activities	New activities introduced were successful. These will continue to be kept in the program next year. Discuss in school council which

<p>- Tennis extended to provision for whole of KS1 and EYFS – summer term</p> <p>Resourcing to ensure a broad and balanced curriculum using a range of equipment - New equipment purchased for lunchtimes to target gross motor and fine motor skills</p>				<p>activities children would like added to the programme</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 0%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Engage children who do not normally attend competitive events in festivals and activities run within the cluster:</p> <ul style="list-style-type: none"> -Just do it festival -Tennis festival -Multiskills festival -Invasion Games festival -Spikeball festival -Gymnastics festival <p>Medals ordered to recognize effort and achievement in cluster festivals</p>	<p>Identify children who are not engaged in festivals and plan for training opportunities leading up to the festivals so that they have the opportunity to represent their school in the local competitions</p>	<p>£0 – included in PE specialist funding</p>	<p>Create a register to show which pupils enter festivals that have not previously been to competitions</p>	<p>Continue to monitor engagement of pupils in subsequent years to see if them being selected to represent their school will result in them choosing to participate in extracurricular activities more independently themselves.</p>