



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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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:
<p><b>Need:</b> Broaden the range of sports played</p> <p><b>What we did:</b> Initial swimming lessons for assessment and preparation for next academic year. Employed specialist PE teacher (Poppy Kirkup) to offer a range of sports; gymnastics, handball, outdoor adventurous activities.</p> <p><b>Impact:</b> Enabled students to have to have initial assessment and engage for future swimming lessons. Able to give staff assessment period and design a swimming programme. Increased level of engagement for PE lessons.</p> <p><b>Need:</b> Developing our approach to coaching.</p> <p><b>What we did:</b> CPD given to PE staff (Tennis and Gymnastics) alongside continual support / planning and our curriculum overview from Head of Department.</p> <p><b>Impact:</b> Children's access to high quality lessons being delivered (evidenced through lesson observation and pupil progress).</p> <p><b>Need:</b> Further improving activity at lunchtimes</p> <p><b>What we did:</b> Allocated money to be spent on lunchtime activities with designated member of staff (Ange Chudleigh)</p> <p><b>Impact:</b> Children more engaged with positive lunchtime play. This is continually being developed across the school to reduce unhelpful behaviours at lunchtime. Children were able to be physically active for longer periods of time on a regular basis due to the equipment and designated staff role.</p>	<p>Areas of further improvement have been identified as the following:</p> <ul style="list-style-type: none"> <li>- All students to access to high quality PE outside of specialist PE teacher time taught by TA's &amp; Lead Teachers.</li> <li>- Implement planned swimming approach</li> <li>- Continue to broaden the range of sports offered</li> <li>- Teacher CPD</li> <li>- Daily physical activity to be raised across Phase ½</li> <li>- Raise the profile of PE within our school based on feedback from parents &amp; staff</li> </ul>

<p>In addition to the above we also did the following:</p> <ol style="list-style-type: none"> <li>1 Built Leadership Capacity within this area across the school</li> <li>2 Used a secondary PE specialist working in Phase 1 and 2 to improve standards</li> <li>3 Developed a number of sports clubs across the school</li> <li>4 Worked with Marjons – PE and Outdoor Ed Departments</li> <li>5 Developed a Residential / Outdoor Education across Phase 2</li> <li>6 All students had access to high quality sports resources including the Sports Hall, Dance Studio and off site facilities such as Brickfields for Sports Day in Phase 2.</li> <li>7 Older students supported younger students in Phase 1, sometimes as a part of the Childcare qualification that we run with Phase 4 students</li> <li>8 Partnerships building with sports related organisations such as Plymouth Argyle,</li> <li>9 Planned swimming approach</li> <li>10 Bikeability – enabled Phase 1 and 2 students to have Bikeability course and purchased bikes with lead member of staff providing extra sessions</li> </ol>	
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<b>Meeting national curriculum requirements for swimming and water safety</b>	<b>Please complete all of the below:</b>
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?	%NA (Year 6 not at our school in 2016/2017)
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?	%NA (Year 6 not at our school in 2016/2017)
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?	%NA (Year 6 not at our school in 2016/2017)
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?	%NA (Year 6 not at our school in 2016/2017)

## 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: £18930	Date Updated: 31/10/17		
<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:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Introduce the daily mile to provide allocation of 15 minutes daily activity  Purchased Physical Literacy Programme (Real PE) whole school approach  PE staff specialist teaching to engage pupils and deliver high-quality PE (Russ Martin, Poppy Kirkup, Emma Pendle)	Identify route around playground, HOD to organize with Phase Leader.  Identify staff to lead sessions (including TA's, lead Phase 2 staff and PE staff); receive training (booked for November 28 <sup>th</sup> )	£0  £2395  £18,500	Introduced to year 2 for half a term - observed and reviewed impact and concluded there was limited impact  5 TA's and 4 teachers with CPD on high quality PE within our school  High quality teaching across key stage 1&2. Subject leader more confident when undertaking lesson observations / team teaching and able to provide effective feedback and lead discussions  <b>WIDER IMPACT AS A RESULT OF THE ABOVE</b> ✓ Children really enjoy PE and are very keen to take part and demonstrate a real desire to	Moved towards incorporating daily physical activity within current 'word play' provision  Continual CPD booked for 2018/2019 and being  Continue to improve the quality of teaching through CPD

			learn	
<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:	Evidence and impact:	Sustainability and suggested next steps:
Identify local (or national) sporting role models to give assembly to children for inspiration	Ascertain costings and availability of such role models and invite them to school. HOD to organise.	£500	Did not complete, but Dance programme set for 2018/19 and students visited Wimbledon etc.	Next steps to discuss with Phase One how this can be developed in the next year
Whole school Real PE notice board within each year group to measure progress (Phase approach) raising profile and importance of physical activity	Once training delivered, Phase staff to take a lead and develop in studio practice	£100	PE noticeboard purchased and advertised clubs but not specifically Real PE.	

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:
<p>Research around movement and learning, including the use of innovative technology to track this</p> <p>In order to improve progress and achievement of all pupils the focus is on coaching and upskilling the staff. Phase staff will have training on Real PE, be teaching alongside and support with planning from PE specialists</p>	<p>£0</p> <p>Identify staff for training for Real PE and then complete course (booked)</p> <p>Identify phase staff to be alongside PE specialist to upskill (Ben G and Claire S) and plan alongside</p> <p>Organise allocated time for staff to plan lessons</p>	<p>£0</p> <p>(included in 2395 cost for programme)</p> <p>(Included in PE specialist teaching)</p>	<p>This led to the Head of PE applying for further funding (granted) from Sport England and the Lottery Fund for Sept 2018 on rates of physical activity in children.</p> <p>High quality teaching with 9 staff being trained.</p> <p>Both Ben and Di (changed from Claire) upskilled by teaching alongside PE professionals with joint planning / observation. More teachers able to teach high quality PE and impacts on pupil progress.</p> <p>Targeted intervention group working with Di on confidence within PE. Progress has been good with this group with many becoming engaged with PE when being in smaller groups.</p>	<p>Using money to link with university and purchase trackers for pupils</p> <p>Continue process with 1 lead staff and 2 TA's for September 2018 onwards. This will lead to sustainability for all staff to feel confident to deliver both PE and Sport both inside and outside of the curriculum.</p>

			<b>WIDER IMPACT AS A RESULT OF THE ABOVE</b> ✓ Noticeable increase in students remembering their PE kit and as a result progress in achievement in the PE curriculum is good ✓ Resident inspector report in Phase 2 noted how students have a fantastic attitude in PE lessons and are able to work in teams and collaborate with one another ✓ Daily physical activity has increased with enthusiastic staff (especially from Phase one) incorporating what they have learnt in CPD to take outside during play times.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements:  Working with Plymouth Dance to ensure that students have the chance to link to professional dancers and the highest quality opportunities to perform  Continue to offer wide range of activities both within the curriculum and extra-curricular activities to increased participation.	Staff to be trained (alongside) Ben Dunks to raise profile.  Arrange pupil survey of what they would like to play / interested in  HOD to liaise with local council / other providers to ascertain what is available locally	£1450        £450	More pupils getting involved with dance throughout the school and joining extra-curricular dance clubs  Basketball, Cricket, Athletics, Rounders, Self-Defence, Multisports, Dance all offered across the school and delivered by coaches across the city	Dance lead to focus on building this next year  Next steps to train staff to deliver this to make it sustainable for the future

Implementation of swimming for Year 6	Swimming programme underway (intensive course at Life Centre). Need to identify any swimmers who need extra support once intensive course finished. Booked additional week in June 2018 for this.	£3000	Money used (£500) to identify students who did not complete the 25m to have extra sessions for 1 week. Nearly all students now able.  <b>WIDER IMPACT AS A RESULT OF THE ABOVE</b> ✓	Continue to use the life centre for swimming lessons and using their initiatives to get families involved.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: %
<b>School focus with clarity on intended impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Entering school competitions locally (cost per tournament)	Liaise with Plymouth School Sports Partnerships for costing of each individual event	£1000	Entered into athletic and football events across the city with a high about students participating  25 children represented the school football team on 12 different occasions against other schools  <b>WIDER IMPACT AS A RESULT OF THE ABOVE</b>  ✓ Pupils proud of their football and noticeable increase in participation at extra-curricular clubs ✓ All staff commenting how behaviour has improved in some pupils who attend the football club  ✓	The school will continue this next year and offer a wide range of competitive events.

