



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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:
<ul style="list-style-type: none"> - Years 1 – 6 have participated in multiple competitive sports games in inter-school competitions. - Years 1-6 have achieved their sports leader training through Paul Blunt. - Lunchtime activity leader appointed and amount of activity increased during lunch breaks. - Teacher continued professional development sessions with Paul Blunt. - Children participated in intra-school competitions. - Awarded Silver in the school games mark - New sports uniform for children - Sports Ambassadors established - To arrange swimming for years 2 and 4 - To raise the profile of sport across the school, run second year of sports ambassadors to children. - 	<ul style="list-style-type: none"> - Achieve gold in the school games mark 2019-2020 - Continue to develop PE CPD throughout the school, build teachers confidence and the effective on their pupils. - Introduce pupils to a wider range of activities (taster days) - Increase whole school sport participation, arrange year 5/6 competitions - New sports kit for GBPA staff

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?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	-

<p>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?</p>	<p>£500 for children to receive extra lessons so they meet NC requirements.</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: 2019-2020		Total fund allocated: £ 17,000	Date Updated: 1.9.19	
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:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To encourage physical activity throughout the day to all pupils	-The continued employment of a Lunchtime Activity Leader who will deliver physical activities and games for all children to increase their levels of activity.	£6030.72	-Increased activity in the playground through Midday supervisor led activities e.g. football, basketball. -To maintain equipment and make sure equipment and resources are available in designated zones for children to use to be active.	Having an activity leader in the playground is a crucial role which gives children the opportunity to remain active throughout their lunch breaks. The activity leader meets regularly with the sports leader to discuss equipment for the playground and ensures that a wide range of activities is being introduced and led on the playground. The activity leader leads other lunchtime supervisors in leading and overseeing different activities in the playground.

<p>To guarantee opportunities for children to be active during all breaks, afterschool and during PE lessons</p>	<p>-To install new outdoor play equipment to enhance curriculum needs in Reception and Key Stage 1 (2020-2021 KS2)</p>	<p>£1000</p>	<p>-Climbing apparatus for new KS1 Area (can be changed regularly and adapted to give new challenges) -2 bikes and helmets for Reception without stabilizers and 5 balance bikes for Nursery</p>	<p>We have bought climbing apparatus for the next year 1 area which can be changed and adapted making it a challenge each time when using the apparatus. This apparatus is available to the children throughout each day. Bikes ordered?</p>
	<p>-To maintain resources and introduce new resources to facilitate a greater depth of activities (KS1 + KS2) e.g. crash mat to enhance flight in gymnastics</p>	<p>£1500</p>	<p>-Crash mat to support all children in gymnastics - Class set of yoga mats</p>	<p>-A crash mat has been used to support children throughout the school in gymnastics. It has proven a viable tool when supporting KS1 children with a variety of rolls and the KS2 children when completing different jumps and rotations from the box horse. This allows the children to perform gymnastic movements safely and with a challenge. - Yoga mats have been used successfully throughout the school for different classes. Year 5 enjoyed performing Pilates movements on their own mats and have experienced new activities.</p>

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:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To raise the profile of sport and PE in our school	<ul style="list-style-type: none"> -Staff PE kit purchased for staff when teaching or leading sports. -Sports Ambassador badges -Key stage and class competitions each half term 	£1000	<ul style="list-style-type: none"> -To represent the school at away matches and for pupils to feel a sense of pride and teamwork. - Staff feel a sense of pride when wearing the school sports kit and will take representing the school seriously. -Key stage challenges promote healthy competition between classes in the school but also given individuals a chance to challenge themselves and improve. 	The school took 60 children in KS2 to compete in the school games football tournament. We took 3 teams for each year 3/4 and year 5/6 and gave the opportunity for children to take part in a competition in which they haven't before. The children were a privilege to take and the we felt proud at the attitude of all children throughout the tournament.
To raise opportunity for children to 'lead' physical activity and sport, developing the necessary skills and qualities required.	<ul style="list-style-type: none"> -2 Sports Ambassadors represent the class and help improve the quality of PE in the school. -All children to participate in sports leaders training from year 3-6. -Year 4 children to become play leaders. 	Part of sports partnership package	<ul style="list-style-type: none"> -Encourage children to take responsibility in their activities and increase a love of participation in exercise. -Children to have the opportunity to develop their leadership skills amongst peers. 	Children throughout the school were chosen as Sports Ambassadors and met half termly to discuss how to improve PE and sports within the school. Children rose to the responsibility within their class. As the year was cut short, children weren't able to participate in leading sports day activities and other summer sports events that they had planned.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport (CPD)				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:
Curriculum Support sessions for KS1 and KS2 (East Beds SSP)	<p>-CPD including one day classroom support, plus 2 staff meetings to support gymnastics, orienteering and games.</p> <p>-Compete in sports competitions from years 1-6 and include transportation led by trained teachers.</p>	£3500	<p>-Enhanced quality of teaching and learning: All teacher confident to teach a range of activities. Activities will develop skills and abilities of all pupils include meeting all children's needs. There will be a clear progression of skills and activities through the school.</p>	<p>Staff received one CPD meeting on Outdoor Adventurous Activities led by Paul Blunt. He gave a range of activities for teachers to use in their class and modelled how to set challenges within each. Teachers subject knowledge of teaching OAA has improved and teachers feel more confident when planning and implementing the lesson.</p>
PE Coordinator to go on courses to bring back information and training to teachers	-PE conference held at Centre Parcs – March 2020.	£165	-Evidence in teacher confidence, leading the curriculum throughout the school, monitor and improve teaching of PE and progression.	Re-scheduled for July 2020

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:
Provide opportunities for children to engage in a wider range of sports and physical activity.	-To provide opportunities for the Y3 & Y4 children to engage in bell-boating and archery at Jordan's Close.	£200.00	-Increased confidence to try a new sporting activity.	Children were to complete this in the summer term and therefore has been rescheduled to next academic year.
	-Extra swimming lesson for children to complete self-rescue.	£200	By the time children reach year 6, all children to be given the greatest opportunity to become confident and competent swimmers.	Last year, some children in year 5 (who are now currently year 6), undertook extra swimming lessons to help them achieve the national curriculum requirements.
Employ afterschool sports club specialists to coach children	-Provide a range of different sports activities throughout the year to accommodate and meet needs to children's sports requirement. Taster Days for different sports	Free £300	-Experience of outside specialists with a particular skill will enrich the children's learning experiences. Children who have a particular talent, or show a particular enjoyment are signposted to clubs where they can develop their skills.	Taster days were not yet provided
Year 6 children to engage in self-defense classes for a term once a week at lunch time	-Provide older children with a class of self-defense. -PE Coordinator to have training and pass on to other teachers.	£1000	-To help children develop their core and also help build and develop strength.	This was due in the summer term but will now take place next academic year.
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:

<p>To maintain optimum participation in partnership competitions</p>	<p>- Ensure all children in Y3,4,5 and 6 have the opportunity to enter at least one of the competitions run by the school's partnership.</p>	<p>£3500 stated previously</p>	<p>- Children develop a range of skills and values linked to taking part in competitions such as tolerance, sportsmanship, patience, teamwork, honesty, respect and responsibility. These are vital for positive social and emotional development in all areas of life too.</p>	<p>Children are a part of the school's partnership however, due the cancellation of events, we were only able to participate in the football tournament (already stated).</p>
<p>Participation by all children in intra-school competitions/events</p>	<p>All in children in Y1 to Y6 have the opportunity to enter into intra-school competitions held in school.</p>	<p>£3500 previously stated</p>	<p>-Children develop a range of skills and values linked to taking part in competitions such as tolerance, sportsmanship, patience, teamwork, honesty, respect and responsibility. These are vital for positive social and emotional development in all areas of life too.</p>	<p>KS2 sports archery competition – children competed in an archery competition within the class and against other classes. Children were introduced to a new activity that is not part of the curriculum. Children thoroughly enjoyed learning a new skill and were able to do it in a relaxed and healthy environment. KS1 were yet to compete in their intra-school competition.</p>
<p>For Teachers/staff to take children to sporting competitions</p>	<p>Appropriate cover for Teachers to take children to competitive sports outside of school during the school day.</p>	<p>£500 for the year</p>	<p>-This allows children to go to competitive sports competitions under appropriate supervision.</p>	<p>As previously stated, 2 teachers and 2 TAs escorted 60 children in KS2 to a football tournament at Mark Rutherford.</p>