



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



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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 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: |
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| <ul style="list-style-type: none"> - Good range of activities and expertise on offer. Some issues with organisation and risk assessments. - Provide opportunities such as The River Dart Country Park, Skiing, Kayaking, YR5 residential to Heatree House, Bikeability during academic year. - Reorganised structure of PE for 2017/2018. | <ul style="list-style-type: none"> - To ensure continued partnership work with TBGS and the SGO. - To ensure continued provision of encourage children to participate in a variety of adventurous activities. - Continue to review and adapt Sports Premium Funding to ensure maximum impact. - Monitor opportunities for PP children and most able. - To support colleagues with planning and assessment. - Start using tablet/iPads to enhance engagement and assessment in PE lessons - Launch the Power of PE as a supporting tool for planning. - Ensure staff know programmes for wake and shake. |

| 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? | 50% |
| 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? | 50% |
| 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? | 25% |

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?

Yes/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.

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| Academic Year: 2017/18 | | Total fund allocated: £ 18,000 | | Date Updated: Oct 2017 | |
| 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: 8% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| To ensure continued provision of encourage children to participate in a variety of adventurous activities. Continue to review and adapt Sports Premium Funding to ensure maximum impact. Monitor opportunities for PP children and most able. | Display in front area to be updated continually throughout the year. Residential to happen for years 3,5 and 6 (due to timing that year 4 don't go) Kayaking to happen in year 6 at Decoy. Ski club ran by KC. Visit other venues to explore professional sport. KS2 visit to River Dart Country Park. Swimming to be offered to years 3 and 4. | £1,500 | | | |
| 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: 16% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |

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|--|---|---------------|--|--|
| <p>To support colleagues with planning and assessment. Start using tablet/iPads to enhance engagement and assessment in PE lessons</p> | <p>Ensure new scheme of work is adhered too. Ensure planning in place for the schemes of work. Use blink observations to ensure that assessment is taking place. Talk about use of ICT to aid assessment. IPADS and tablets to be use in PE lessons to record and evaluate learning. BC to blink sessions to see how they are enhancing teaching.</p> | <p>£3,000</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: |
| | | | | 8% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To support colleagues with planning and assessment. Provide CPD opportunities. Launch the Power of PE as a supporting tool for planning. Ensure staff know programmes for wake and shake. Additional MTA training to promote lunchtime activities | Ensure new scheme of work is adhered too. Ensure planning in place for the schemes of work. Use blink observations to ensure that assessment is taking place. Talk about use of ICT to aid assessment. Programme of CPD available. Roll out Power of PE to whole school and the benefits that this can have on their PE lessons and planning. Show them where to find resources and to access resources. External CPD – Action Stations – course for lunchtime supervisors to encourage sport and physical activity | £1,500 | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 32% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To ensure continued provision of encourage children to participate in a variety of adventurous activities. | Residential to happen for years 3,5 and 6 (due to timing that year 4 don't go) Kayaking to happen in year 6 at Decoy. Ski club ran by KC. Visit other venues to explore professional sport. | £6,000 | | |

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| | KS2 visit to River Dart Country Park. Action Stations – MTA training | | | |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: 34% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To ensure continued partnership work with TBGS and the SGO. | Ensure that all children are attending festivals from EYFS to Year 6. Ensure the gifted and talented are taking part in games or tournaments. | £6,000 | | |