



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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Commissioned by
Department for Education

Created by



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 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 2019** 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:
<ul style="list-style-type: none"> • High Quality CPD for all teaching staff provided by specialist Sports Coaches through the employment of Premier Sports. Coaches work alongside teachers in lessons to develop knowledge, understanding and skills teaching primary PE. Particular focus on teaching gymnastics. • Premier Sport and Midday staff facilitate a range of activities and games for pupils at lunchtimes including the use of the MUGA on a rota basis – resulting in pupils engaging in physical activity. • Premier Sports have provided some trial sessions of Funtrition – pupils learn how diet, activity and sleep can affect how healthy they are. • Healthy Mind, Healthy Body, Healthy Me - Themed week in the summer term supported by Premier Sports raised profile of importance of healthy lifestyle. 	<ul style="list-style-type: none"> • Develop the role of House Captains to provide more opportunities for inter house competitions supported by Premier Sports and PE team. • To enhance opportunities for MAT/SEND pupils through Harold Hill PE Cluster collaboration. • Review current out of hours provision – clubs – and ensure there is a range of activities which would appeal to all interests. • Invite guests e.g. athletes, dance troops, gymnasts into school to inspire our children. • To identify and target less active pupils by ensuring sports club provision responds to their interests. • To participate in more competitive sports events. • Purchase more lunchtime equipment and further training for midday staff.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	75%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	22%
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 Trackapture 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: 2018/19	Total fund allocated: £	Date Updated:		
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: 29%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To purchase new equipment for use at playtimes.</p> <p>To provide external training for midday staff to support pupils engaging in positive play.</p> <p>To provide additional staffing to ensure use of MUGA at lunchtimes.</p>	<p>School Council to gather pupil opinion on requirements for equipment.</p> <p>Additional MDA employed for supervising MUGA activities at lunchtime.</p>	<p>£2100</p> <p>£3927</p>	<p>To be reported on in summer term.</p> <p>Evidence to be collected from:</p> <ul style="list-style-type: none"> • Climate walks at playtimes • Learning walks • Pupil voice • Teacher, LSA, Midday survey <p>Impact: Pupils participate enthusiastically in high quality PE lessons which are well resourced.</p> <p>Increased opportunities for pupils to participate in a range of sports and a range of activities in the playground.</p>	<p>To continue to invest in Midday training as new staff join the team.</p> <p>To investigate the introduction of school wide initiative (e.g. daily mile) to maximise engagement.</p> <p>To use Cluster opportunities and local special schools to facilitate regular opportunities for pupils with additional needs (e.g. Table cricket).</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To develop the use of House Captains to include more inter house sporting events. To invite guests e.g. athletes, dance troops and gymnasts into school to inspire pupils.	PE team/SLT to support House Captains to arrange at least one additional inter house event each term.	£1000 allocation from delegated budget contribution	To be reported on in summer term.	Consider implementing club focus on the workshop if successful.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				64%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Employ Premier Sport specialist coaches to work alongside teachers in lessons to develop skills, knowledge and understanding of teaching primary PE.	Sports coaches to support and develop current varying levels of skill and confidence of teachers teaching PE in all year groups.	£17,625 Contribution from PSF £13692 and delegated budget contributions	To be reported in summer term: Pupils receive high quality lessons from qualified coaches and teachers develop own teaching practice.	Team teaching and shared responsibility for planning and teaching in lessons. Coaches observe teachers and provide feedback to support development.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>To target less active pupils by ensuring that sports club provision responds to their interests.</p> <p>Review current out of hours provision – clubs – and ensure there is a range of activities which would appeal to all interests.</p> <p>Swimming instruction for pupils in Year 5 by qualified swimming coaches at local sports centre.</p>	<p>Ensure we offer a variety of after school clubs e.g. dance, bike polo, performing arts</p> <p>Carefully consider club timetable so target pupils do not have to choose between a sport/non sporting club</p>	<p>£2850 Contribution from PSF £1669 and delegated budget contributions</p> <p>£8,900</p>	<p>To be measured in summer term: Increased percentage of pupils from target groups attending clubs</p> <p>Impact: Wider range of sporting opportunities available.</p> <p>Children learn a lifesaving skill that also improves their health and fitness and enables them to gain experience and build confidence in the water.</p>	<p>Use PSF to trial a greater range of activities.</p> <p>To explore possibility of additional tuition for pupils unable to swim 25m by the end of Y5.</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>To participate in a greater range of competitive sporting events particularly pupils in KS1.</p> <p>Membership of local; schools cluster group.</p>	<p>Research competitive sports events available through Cluster PE.</p> <p>PE team to arrange and host more competitive sports events with cluster schools.</p> <p>Research more opportunities for joint activities/events.</p>	<p>None allocated from PSF but allocation from delegated budget PE for teacher release time</p>	<p>Pupils perform in line with their peers in competitive events Percentage of pupils participating in competitive events increases. Pupils are enthusiastic and represent the school well taking pride in their participation and achievements. Increased opportunities to participate in a range of sports during and after the school day. Pupils develop confidence, experience and play as a team in a competitive arena.</p>	<p>To explore using PSF to host regular cluster events.</p>