



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
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Created by



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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"> • Installation of new trim trail for all classes to use • Widened opportunities for extra-curricular sporting activities • 'Bikeability' training implemented for all Y5 children • Staff implementing local planning framework based on full coverage of PE skills 	<ul style="list-style-type: none"> • Well-informed assessment framework based on observation • Further signposting of G&T children to potential external activities • Widen extra-curricular opportunities, particularly for KS1 children • Re-train staff in teaching sequences for games activities, reintroduce external coaches to support key identified areas.

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?	94%
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?	88%
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?	88%
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 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: 2018-2019		Total fund allocated: £17 910 £20, 700 total allocated to include carry-forward from 2017-2018.		Date Updated: July 2019	
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: 27%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £5300	Evidence and impact:	Sustainability and suggested next steps:	
Play leaders – supervised lunchtime games to involve all age groups Dance led by Y6 – playtimes	<ul style="list-style-type: none"> • Training with lunchtime games to lead activities. • Caps for clear identification of leaders. • Training in use of equipment with younger children • Boom box allocated and CDs- children trained to lead dance activities. 	£200.00 £100.00 £200.00	Play leaders have supported further engagement of more children in active play at break and lunchtime. Caps purchased which has supported play leaders in being more visible on the playground.	Need to ensure sustainability of this next academic year. Full of Beans company to be used to train play leaders to further embed and enrich lunchtime provision with increased pupil responsibility and leadership skills. Use of dance activities and the boom box still needs to be further embedded next year.	
Purchase of further lunchtime games Equipment to widen repertoire of available games and develop children’s independent games further	<ul style="list-style-type: none"> • Purchase of new playtime equipment. • Clear zoning of ball play areas including basket/netball and football areas. • Purchase new goals. 	£500.00 £300.00 £500.00	New games have been purchased and organized in storage boxes to ensure maximum use at lunchtime. Zoning of the playground has been successful and new goals have been purchased.	Games will need topping up over time to ensure that they remain of a high quality.	
Invest in mile run trail marked around the edge of the playground. .	<ul style="list-style-type: none"> • Marking of trail around play area. 	£2000.00	This has been implemented. Now there are more pupils engaging in daily physical activity through implementation of the mile track.	Continuation of this next year to ensure maximum use where possible. Class teachers to ensure pupils are timed regularly to create personal bests. Need to look at innovative ways to get children to engage with further physical activity through use of the track.	

Key Indicator 2: The profile of PE and sport being raised across the school as tool for whole school improvement.				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Participation in competition (local and cluster)	Widen range of competitions, if possible with younger year groups.	£150.00	Some success this year with more competitions entered.	Provide more opportunities next year for sporting competitions for all pupils in school.
PE clubs for all age groups (variety of sports including dance)	Ensure activities available for all year groups, offer cost reduction for PP children.	Allocate £300.00 for PP reduced cots	Increased numbers of pupils participated in the clubs this year, especially clubs such as boxercise & Zumba.	Review provision of all sporting clubs within the school in order to ensure value for money for parents and quality provision as well as pupil enjoyment.
Games led by specialist alongside teaching staff.	Continue to develop range of games activities- staff team-teach, evaluate and lesson plans left for staff to use- build on sessions in own classes.		Developed staff confidence and improved engagement.	
KS1 & 2 PPA led by PE leader				
Purchase of Wirral PE scheme to help effective teacher planning.	Implement scheme across school- mixed skills and activities. Ensure range is built into medium- term plans.	£300.00	Wirral scheme purchased with has provided staff with a basis for planning and improved aspects of PE teaching.	Audit of PE teaching to be completed in the new academic year to highlight strengths and areas for development with regards to teaching staff confidence and skill.
O & A activities introduced for school through Forest School initiative and planned orienteering course.	Develop 'active use' of forest area with planned activity areas. Design and embed new orienteering courses on field and external areas of school.	£500.00 orienteering equipment.	Development of the forest school area during this year with an increasing number of pupils benefiting from this experience. However, have not this year invested time in preparation of orienteering courses.	Provision of forest school education to be looked into as currently no one in-house in September who is forest school trained. Look at investing in this externally in the short term to be able to provide forest school sessions for pupils.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Build on support for staff in dance and PE particularly, supplied by specialist staff working alongside teachers- better quality lessons delivered with specific outcomes. Use of Wirral scheme to allow well planned sessions and sequences of lessons.	From Autumn 2018, subject specialists to lead sets of lessons, working alongside teachers and teaching assistants. Staff to implement use of scheme and to match activities to medium term plan.	£3500 teaching.	Many staff have benefitted from these sessions, especially in the delivery of games based education. Structure and sequencing of lessons has shown development and pupils show high level of engagement. (Pupil Voice)	Further development of staff training in other aspects of the PE curriculum, especially gymnastics.
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				58%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
See K12 above Additional achievements: PE Leader to offer full range of indoor PE activities during PPA- dance, floor gymnastics and use of apparatus. Subject specialist to work alongside all staff developing range of games skills: invasion, striking and field games across new games (e.g handball, benchball) Athletics- higher prominence to raise profile of sport. Purchase of additional gymnastics equipment to improve quality of lessons and resources. Purchase of additional games equipment and resources to improve quality of lessons and	Discuss changes with PPA staff, implement across three terms. Purchase hurdles, batons, cones and poles to encourage good technique and SAQ ladders. A collection of playground and Hall equipment, ranging from basic ball, through to throwing equipment, fielding and small goals for a variety of games.	N/A £500 £1000 £1500	PE lead delivered high quality T&L opportunities for all classes she teaches as evidenced through lesson observation. Pupil voice evidences those taught experienced and engaged with broad range of activities. PE specialist coach has worked alongside staff to develop their expertise in a variety of game skills. Additional resources purchased for the teaching of athletics within the school.	PE lead to continue to teach 1 of the PE lessons in each year group in KS1 & KS2. The other lesson to be taught by class teachers so can put learned skills into practice. As above. Ensure all staff know where to locate and how to use the equipment in lessons.

resources available. HLTA contracted time for 10 hours pw to be responsible as Mental Health lead, delivering Mental Health work from Y2-Y6 mix of drama, discussions and active play focusing on improving attitudes and developing confidence.	Lesson plans appropriately matched to delivery of sessions. HLTA to collate information and differentiate by cohort. HLTA timetabled across year groups (Y2-6) Training needs for lead identified- liaise with other school re- best practice.	£8000.00	HLTA successfully deployed across school to promote mental health, drama and active play opportunities for children.	To continue to demonstrate excellent practice. Develop the policy and practice as a result of the Stonewall training and develop class charters accordingly.
Little Mermaids- active intervention for Y6 girls to train towards 5K run and received training around self-esteem.	Identify group,	£400	School also trained a member of staff in the Friends Resilience programme enabling this to be delivered as an intervention with small groups of children.	Books to be purchased to deliver intervention successfully.
To be confirmed- (may be considered for 2019-2020 – possible additional swimming for competent UKS2 children to develop technique and stamina above NC requirements.		£500	Engagement with this programme in school. Supporting in some pupils' self-esteem improving and confidence as well.	HLTA to focus next year on supporting active lunchtimes and engaging some of the least active pupils through targeted sessions at lunchtimes. Skills audit of HLTA to take place to identify areas of strength and areas of development for the teaching of PE and provision of mental health.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:£650	Evidence and impact:	Sustainability and suggested next steps:
Clubs - Widen access to competitive sport to: Fencing Football (Y3/4) & (Y5/6) Girls' football (Y5/6) Netball Sports Hall events (Y3/4) and Y5/6 Cross country (Y4-6) Swimming (Y5-6)	To cover transport and supply/staffing costs when necessary	£650	Children have participated in a range of competitions throughout the year. Various 'friendly' tournaments and matches were arranged to increase participation in sport.	Develop this further, building upon the successes of the year previous. Plan for how to engage pupils with low or zero participation.