



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



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: See 2017-2018 PE Grant summary	Areas for further improvement and baseline evidence of need:
<p>Increased % of children active at play and lunchtimes across whole school.</p> <p>Utilised external coaches across whole school to enhance curriculum PE and Sports provision.</p> <p>Increased profile of healthier/choices lifestyles for children and families</p> <p>Continue to work hard to increase range of extra-curricular sporting clubs including raising the percentage of children accessing these free clubs.</p> <p>Bronze School Games Award achieved July 2018</p>	<p>Continue to embed opportunities for children to be active throughout the school day.</p> <p>Daily mile implementation during this academic year for children across whole school.</p> <p>To extend opportunities for children to take part in competitions and events with opportunities to showcase their skills/team work.</p> <p>To introduce Balance-ability program within EYFS to develop early physical development, training staff/purchasing Balance bikes for sustainability.</p> <p>Continue to build on extra-curricular club success and widen choice of clubs offered at no cost to families.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>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? 2017-2018</p>	<p>94%</p>



<p>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?</p>	<p>86%</p>
<p>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?</p>	<p>82%</p>
<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>2018-2019</p> <p>Tracking of children’s ability to swim 25 metres will take place during this academic year, so we can build up a clear picture of who needs top-up swimming in Y6 and success of year groups swimming lessons.</p> <p>Y2 and Y5 will access swimming lessons in the local swimming baths as part of NC entitlement.</p>	<p>School plan to use some funding for Y6 top-up swimming sessions during the Summer term</p> <p>Y5 2012018- 51 children 62% can swim 25m</p>

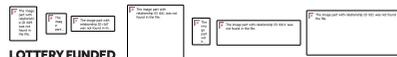
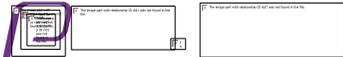
Action Plan and Budget Tracking

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: 2018/19		Total fund allocated: £20860.00		Date Updated: September 2018	
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: 20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To introduce the daily mile to get ALL pupils undertaking at least 15 minutes of additional activity per day.	Identify course/route for daily mile across both buildings. To work as PE team to plan promotion and launch, identify roles and responsibilities for daily mile. To identify Daily Mile ambassadors to monitor/track daily progress and impact within classroom learning.	£500-£1000	ALL pupils will be involved in 15 minutes of additional activity every day.	Daily mile firmly embedded in school day.	
To audit resources at regular points during academic year to ensure clubs and lunch/playtime physical activities are fully resourced for maximum enjoyment.	Initial audit of resources and purchase of these items. Staff/children outside have clear roles to ensure safe use of equipment (including setting up/putting away).	£2000	Children are fully engaged and physically active during play times and are able to play games/take part using correct equipment for maximum enjoyment.	Key equipment is readily available and used effectively by staff and children.	
To continue to target children to access additional sports coaching to promote enjoyment in physical activity/ team sports	To work with external agencies to purchase additional coaching sessions/sporting venue slots. To track/target individual children during the academic year so	£1000 **	Pupil voice will be used to monitor these groups. The reduction of behavioural incidents during free play times will continue to reduce further. A		



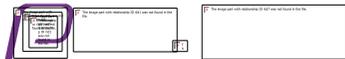
	reluctant participants are encouraged. Those children who need support at free times (behaviour) are physically active.			
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: (following review during academic year)	Sustainability and suggested next steps:
<p>Praise assembly each week will ensure that the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p> <p>Sporting competitions and events are entered/tracked during the academic year with more opportunities for children within most year groups across the whole school to participate.</p> <p>To increase/promote role models – local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.</p>	<p>Achievements celebrated in assembly (match results, notable achievements in lessons, external awards shared for pupils and staff)</p> <p>Opportunities during the year for different classes/clubs to show case talents.</p> <p>PE team will enter competitions/festivals and events during the academic year ensuring a range of children across whole school take part.</p> <p>As many clubs as possible will have an end competition/event to aim towards.</p> <p>Links with local networks will be developed further to plan as many opportunities for this as possible.</p> <p>Transport costs will be funded by school where possible.</p> <p>To source local personalities/sports people who can speak in assembly and share success stories.</p> <p>To review sports team kits- audit re: updating kits part funding with PTFA</p>	<p>£2000</p> <p>£300</p>	<p>Pupil's successes are shared and rewarded. Pupils know their efforts are valued, regardless of the outcome.</p> <p>Newsletters, Twitter and website share these successes for the wider audience.</p> <p>Increased success in events/competitions, which will be rewarded. Increased profile of achievements across the whole school- children are keen to be involved and share in others success.</p> <p>Involvement of local community/personalities will continue to inspire pupils.</p> <p>Pupils will be very proud to be involved in assemblies/photos, which will impact on confidence and self-esteem. This will impact on learning across the curriculum.</p>	



<p>To purchase Balance-Ability sessions/training/bikes for EYFS. This will increase physical activity and development with our youngest children.</p>	<p>To cost and research Balance-Ability scheme and bikes (and helmets). To purchase/book for EYFS during academic year, including staff training. To purchase balance bikes and helmets for EYFS. To plan/cost track/markings for safe use of balance bikes. To finalise cycle stands purchase for KS1/KS2 playgrounds/outside areas.</p>	<p>£1500</p>	<p>This initiative will begin to impact on increased physical activity and development of physical skills and strength with our youngest children. Our aim is to sustain this development year on year with EYFS children and developing opportunities for children to build upon these skills and begin to learn to cycle.</p>	
<p>To continue to raise awareness of healthier family lifestyles. To reduce % of children having packed lunches.</p>	<p>To build on previous work with families and plan parent events which focus on wellbeing, healthy choices and sports. To continue to strengthen links with catering company and plan parent events, cookery sessions and nutrition guidance. To plan a range of themed days and tasting tables which promote healthy options.</p>	<p>£250</p>	<p>Reduction in number of children having packed lunches across the whole school (in particular infants).</p>	
<p>To continue to develop our outdoor environment to grow our own produce and have a pleasant and well maintained environment for all to enjoy.</p>	<p>To continue to work with local gardener to develop EYFS vegetable plot. To re-establish raised beds across KS1 and KS2 and raise profile of gardening as a physical activity for all. To begin to involve parents/families in this project.</p>	<p>£1000 **</p>	<p>Increased physical activity in outdoor environment. Children will learn about where food comes from and how to care for the environment/healthy lifestyles/cook and use produce. The outdoor environment will enable children to see rewards of their physical activity- garden.</p>	

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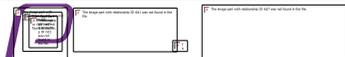
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: (following review during academic year)	Sustainability and suggested next steps:
In order to improve progress and achievement of all pupils the focus is on continuing to up-skill school staff.	<p>To purchase LSSP Gold membership to enhance curriculum teaching for all pupils.</p> <p>To introduce use of key vocabulary into PE lessons related to other areas of the curriculum which promote PSCHE values and attitudes e.g. resilience, determination.</p> <p>To team teach with coaches during academic year in all PE sessions taught.</p> <p>To audit staff PE skills and plan CPD during academic year.</p> <p>Establish dates when cover is needed.</p> <p>To purchase Balance ability package and relevant resources (see key indicator 2) to increase physical development opportunities during EYFS.</p> <p>PE lead to seek out opportunities to develop challenge into curriculum for higher ability children.</p> <p>To build on new links with Everton in the Community to further enhance the teaching of PE and sporting opportunities.</p> <p>Subject leader release time provided for monitoring.</p>	£9500	<p>Better subject knowledge and skills for teaching staff and TAs (to use when supporting groups in lessons)</p> <p>Skills, knowledge and understanding of pupils will have increased and key vocabulary will be used across the curriculum and children will use this in physical activity/learning- pupil voice.</p> <p>Practical skills and opportunities will be gained through team teaching practical sessions.</p> <p>Opportunities planned for CPD, which will demonstrate increased subject knowledge and high quality teaching.</p> <p>Increase in EYFS physical development (EYFS profile) and individual progress from assessed starting points.</p> <p>Subject leader will lead and support professional development for all staff.</p>	This will lead to sustainability, as all staff will be supported to feel confident to deliver PE and sport both within and outside the curriculum.



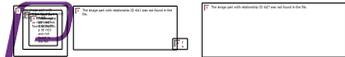
<p>To continue to embed the use of 'Active Maths/Maths of the day' to use physical activity to learn across the curriculum.</p>	<p>Coaches and teachers to work together to fine-tune next steps in planning/assessment opportunities for learning.</p> <p>Purchase of additional resources on offer through LSSP to enhance wider curriculum areas. m</p>	<p>£250</p>		
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</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: (following review during academic year)</p>	<p>Sustainability and suggested next steps:</p>
<p>To continue to increase the amount and range of extra-curricular clubs on offer to children at no extra cost.</p> <p>To target small percentage of children who expressed less enjoyment in sports last academic year.</p>	<p>To meet with external agencies and plan to increase range of sports which are new and appealing to children.</p> <p>To link as many clubs as possible to external competitions and events so children are able to showcase their learnt skills and talents (see Key indicator 1)</p> <p>To trial inviting parents to some of these club sessions to promote participation and enjoyment of sports.</p> <p>To track children attending clubs and ensure vulnerable/specific groups of children are invited and encouraged to attend. Liaise with FLO's (family liaison officers) to promote this.</p>	<p>£3000 **</p>	<p>Increased range of new clubs will be on offer during this academic year and Increased % of children attending clubs.</p> <p>More staff involved in extra-curricular clubs and all teachers feel confident in teaching new activities.</p> <p>Success in competitions will have increased along with the profile of this (see Key indicator 2).</p> <p>Behaviour will show an improvement particularly at lunch times.</p> <p>More children will be engaged in physical activity and those previously asked will be now</p>	<p>More staff are keen to get involved in extra-curricular activities and share success of our school- leading to further expansion.</p>



	<p>To regularly seek views of pupils regarding clubs (pupil voice/school council) so clubs still remain exciting and fresh.</p> <p>To continue to track children's attendance in clubs during academic year.</p> <p>Promotion of 'Daily mile' will increase during academic year (see Key indicator 1)</p>		engaged and want to take part.	
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Key indicator 5: Increased participation in competitive sport Percentage of total allocation:

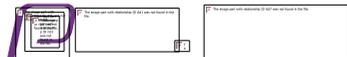
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: (following review during academic year)	Sustainability and suggested next steps:
To introduce additional competitive sports across whole school in order to engage more pupils.	<p>To enter local league competitions for athletics, football and netball.</p> <p>To enter range of LSSP competitions, festivals and events which include EYFS, Ks1 and KS2 and cater for different sports and groups of children.</p> <p>To arrange inter/intra school friendly competitions – led by PE team.</p> <p>To arrange which evening for practices so this does not interfere with other commitments.</p>	£690	<p>Our school success in competitive sport will have increased.</p> <p>% of children entering competitions increased</p> <p>Pupil voice shows impact of competitive sport on self-esteem and confidence.</p> <p>By varying staff involvement in competitive sport- more staff experience success and enjoyment- staff voice.</p> <p>Children are able to access events through transport provided.</p>	



<p>To re-apply for the School Games Award to gain a higher accreditation.</p>	<p>To build on staff's strengths and interests when planning competitions and clubs for children- promoting enjoyment for all.</p> <p>To provide transport to competitive events for all children were possible.</p> <p>To recognise children's and staff efforts in our annual Children's University celebration.</p> <p>PE team to audit and work towards increasing accreditation- working towards this during academic year 2018-2019.</p>	<p>£1500 **</p>	<p>Annual increase of Children's University participants.</p>	
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Total predicted spend 2018-2019 £23,490 **** starred items will be part-funded with PP so total will be reviewed during academic year

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