



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 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: See 2016-2017 PE Grant summary	Areas for further improvement and baseline evidence of need:
Increased extra-curricular club uptake and children receiving Children's University awards.	To increase range and variety of extra-curricular clubs for children across three key stages.
Purchase of extra resources and use of additional adults to be used during lunch and playtime sessions has impacted on reduction of lunchtime behavioural incidents.	To sustain outdoor structured play opportunities across primary school.
Developed use of external coaches/local community to raise profile of sporting activities and physical skill development and provide exemplar strategies for teachers own CPD.	To increase range of competitions across all key stages- developing a PE/Competition team.
	To promote walking/cycle to school for families

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? 2017-2018	92%
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?	80%

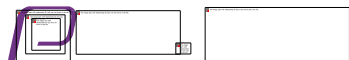
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	72%
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p> <p>2017-2018</p> <p>Tracking of children's ability to swim 25 metres has started 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>Y5, Y3 and Y2 have accessed swimming lessons in the local swimming baths as part of NC entitlement. Successes include 8 children who were reluctant swimmers/participants accessing the pool over time and swimming independently with growing confidence. 2 of these families have been offered Lifestyles monthly passes to continue to develop this further (through PP funding)</p>	<p>Yes- 21 children accessed top up swimming lessons in Summer term.</p> <p>Y5 2018- 51 children 62% can swim 25m</p> <p>Y6 2018 52 children 65% can swim 25m</p> <p>Y2 2018 6 children 8% can swim 25m</p> <p>Summer term 2018- 21 children accessed top-up swimming sessions, from these children 17 were able to swim 25 metres, and all children improved their swimming skills during this additional support.</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: 2017/18		Total fund allocated: £20870.00	Date Updated: July 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:
Children will take part in physical games/activity in the playground at break/lunch times across all key stages.	To continue to improve the amount of physical activity carried out by all children in our school as part of our commitment to promoting healthy, active lifestyles.	LSSP Gold membership £9500	% of children active at break & lunchtimes has increased – majority of children will play/take part in some physical activity during outdoor times.	The continued SLA's with LSSP and local coaching services will be accessed during next academic year 2018-2019. The school council meet regularly to share feedback from physical activity at lunchtimes.
Adults will model and guide play during outdoor times- to continue to support reducing reported behavioural incidents.	Play leaders will be trained in autumn term, roles of staff redefined to promote physical activity.	£1500	Pupil surveys across all key stages evidenced enjoyment of lunch activities.	Play leaders have held regular meetings to review provision and play during lunch/play times.
Identified target groups of children will access bought –in coaching services during lunchtimes	Continue to purchase selection of lunchtime coaches for children and update equipment when and where necessary.	£500 (new resources during academic year)	Subsequently less behaviour related incidents occurring during playtime and in lesson time as children are actively engaged in physical games and are focused.	Pupil voice re: activities will continue, so school can fine tune physical activity on offer to children. Staff responsible for PE continue to drive any changes forward.
	Adults will be given defined roles and resources to support sport/games at play times- areas of yards/zone. Staff given specific children to work with.		Teachers report that after playtimes have taken place pupils felt ready to learn. Children said they felt refreshed after taking part in these activities. Targeted sessions that were led by coaches were very popular, during the academic year 2017-	New resources have been purchased during the year to replenish broken/freshen up current provision- including new signs around infant building with physical activity

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			<p>2018 86 KS1 children and 112 KS2 children accessed these additional sessions. Use has also been made of local sporting facilities and Deaf Active Coaches.</p> <p>Adults given designated roles have embraced these and ensured resources prepared and ready for use by children.</p> <p>Timetables at playtimes have been reviewed and groups started across the school to promote physical activity and games.</p> <p>Two groups of play leaders were trained by November 2017 and new resources purchased for children to use at playtimes. Two staff members are responsible for monitoring/supporting this, children said they loved new resources and play appeared more focused</p> <p>Sugar Parent/families event took place on 18th October. 50+ families attended and took part in a range of activities. All completed information reports, feedback was positive. These has been developed with further sessions linked to healthy eating,</p>	<p>prompts/ideas. This is audited by PE lead and new resources will be purchased dependent on new extra-curricular clubs/interests of children.</p> <p>Review of groups termly and actions implemented. New activities each term with different children. Joseph Lappin has been used effectively at lunchtime to develop physical activity and team building during lunchtimes. This will be extended to include KS1 children.</p> <p>We are continuing to access this service next year and further events for parents will take place during the next academic year.</p>
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£150 (cost of materials/food etc.)

To link with external agencies to drive whole school focus on healthy bodies and minds.



	<p>Introduce 'Daily mile' during outdoor play time sessions.</p> <p>Re-introduce and promote 'Wake and Shake' in Infant playground.</p>		<p>physical family activity sessions during summer term.</p> <p>This began in autumn term by two members of staff across the whole school. This has been a continued action during the academic year however due to ongoing building work- ideas include use of green space at back of infant building are still being developed.</p> <p>Morning 'Wake and Shake' session led by LSSP coach has been trialled during the year across both playgrounds, this has not been as successful and advice from our LSSP PE coach will be sought for alternative suggestions.</p>	<p>Daily mile – re-launch in Autumn term 2018 - continue to review success (PE coordinator).</p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>15%</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>

Percentage of total allocation:

School focus with clarity on intended **impact on pupils:**

Funding allocated:

Sustainability and suggested next steps:

Establish PE team to support PE lead to promote PE across primary school- a raised profile of PE and sport.	Raised profile of events on website, newsletters, and noticeboards.		Newsletter has been introduced and a staff member now has responsibility for this, raised profile on Twitter, of all sporting events that children take part in. Children are proud to be involved in sharing success/commitment and share this in assemblies/photos, which impacts on confidence and self-esteem.	The use of twitter, newsletter and website has been established and this is effective for the wider community to share our news/events.
	Roles and responsibilities given to key members of staff to continue to raise profile.	£200		PE team have established an effective working group. Tracking has been developed to monitor clubs, competitions and links with the wider community- Everton in the Community, has been strengthened- Football Fridays- rewards for behaviour incentives.
	Twitter page is regularly updated with key events for parents/local community.	£500	PE team have met termly to review PE coverage/attendance at sporting events/ links to the local community- this is ongoing during this academic year with more sporting events covered this year.	Termly mapping will take place of sporting events/festivals/competitions/ extra-curricular clubs to ensure wider opportunities across the whole school.
		£200	Competitions have been monitored during the year including how many children take part/successes etc. This has enabled staff to review numbers attending, commitment and behaviour. Over 25 more children took part in events during Spring/Summer (than Autumn) teacher's feedback report how this had raised their self-esteem and confidence within school/learning. Children are keen to take part in these events for public rewards.	The SLT has seen an increase in children taking part in sports and sharing and a raised profile of healthier lifestyle.
		£1000	.. Awards are presented at weekly	Future actions to be discussed as PE team for next academic year.

<p>Raise profile of healthier lifestyles – walking and cycling to school, healthy food choices and education.</p> <p>Links to leading healthy and active lives are continually promoted.</p>	<p>Sports and Health Week- increased sports/family events to raise awareness and involvement in sports/health. Implement sports questionnaires/pupil voice each term.</p>		<p>assemblies and children always praised for taking part in sporting events.</p> <p>Sports and health week took place during week beginning 25-29th June 2018, new sports/coaching sessions were planned along with family sessions – circuit training, cookery, keep fit, yoga, balance bikes etc. Feedback from children/staff/parents suggested that this was the best event ever! The inclusion of lots more sporting activities has led to positive comments about children wanting to continue the new activities outside school.</p> <p>School council and PHSE coordinator have met (March 2018) with Absolute Catering company to develop healthy food choices/lifestyles- actions will be planned for Summer term. Snag group has begun during Summer term to review lunch choices/cookery teacher has delivered healthy choices sessions to school council/</p>	<p>Pupil voice highlights the quality of PE for children across the school and use of coaches. Feedback from children and parents show how children are more aware now of making healthy food and lifestyle choices. Feedback from Health and Sports week will be used to implement new ideas next academic year.</p> <p>The purchase of balance bikes/training for EYFS to continue to promote physical development is being researched for next academic year.</p> <p>Packed lunch policy and reminders are given regularly to parents and the number of children choosing school meals has increased in infant building by 10%. This will continue to be a priority with new parents in September 2018.</p>
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			<p>prefects.</p> <p>Nursery cookery sessions have taken place during summer term for parents. Parent feedback was positive and recipes were given to promote healthier choices from an early age.</p> <p>School council Snag group was started by catering company; this enabled children to raise any issues regarding school meals and be confident in making healthier choices. There has been a slight increase in school meal uptake in KS2 (5%) and this is an ongoing action.</p>	<p>School works closer with catering company to ensure that lunches are healthy and popular. Themed weeks/days are organised and ideas to promote different foods These strong links are now established with our catering company, which will continue to be developed further next year.</p> <p>An emphasis on show casing quality of lunches to our parents during parents events. This is to reduce the number of packed lunch children particularly in the infants.</p>
	<p>Part funding of bike stands for school playground to promote cycle to school. Increase amount of children walking to school.</p>	<p>£500 (still in process)</p>	<p>Funding in place for bike stands, due to building work these have not been purchased as yet.</p> <p>PE co-ordinator to feedback results and review future actions with Deputy (termly) Feedback from pupil voice shows all children enjoy variety of sports/PE, with most children wanting more opportunities.</p>	

<p>To link PE to other areas of school curriculum.</p>	<p>To purchase 'Maths of the Day' and Active Maths resource to link physical activity into other areas of the curriculum</p>		<p>Purchase of Math's of the Day/Active Maths - this has been used across most year groups to enhance maths learning and application of skills with increased levels of physical activity- feedback from staff and children show increased fitness and levels of math application/problem solving has increased.</p>	<p>Staff confidence with using this resource has increased and staff work in year group teams to plan these sessions regularly. Staff have reported how pupil concentration during these sessions has shown a marked improvement.</p>
	<p>To develop outdoor environment to develop our own growing garden, so children can grow their own vegetables, taking part in outdoor gardening activities, learn about healthier lifestyles.</p>	<p>£1000 (plus resources/plant s)</p>	<p>Earthwork project has been introduced during spring and summer term to develop gardening across EYFS with all children being involved in gardening, developing our own garden and caring for plants/vegetables- with a view to staff continuing this work next academic year. EYFS staff reported that children were eager to learn about healthier lifestyles and that this had a positive impact on literacy and numeracy development. Children were physically active and used</p>	<p>This has had an impact on EYFS environment, children have developed skills across a range of areas of the curriculum and it is hoped this will continue to be embedded into next academic year.</p>

			problem solving skills well.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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 continue to use specialist sports coaches and organisations to add value to PE and school sport in our school.	<p>Sports coaches are used as an additional resource in PE lessons to enhance and upskill teachers.</p> <p>PE lead and year heads will monitor planning and delivery of PE lessons to ensure high quality.</p> <p>CPD/coaching/year head time during academic year.</p> <p>Use of local community centre sports facilities/outdoor pitches will enhance PE lessons and develop individual skills.</p>	<p>LSSP allocation</p> <p>£500-</p> <p>£1500</p>	<p>All staff have had coaches deliver dance/gym sessions in school, which have increased their knowledge, skills and confidence in this area.</p> <p>EYFS are also accessing this provision to promote love of sports/early gross motor skills and reviews show how this has been effective in promoting physical development in our youngest children as well as CPD for staff (teacher questionnaire/pupil voice).</p> <p>Staff confidence in sessions with coaches has increased and assessment opportunities are used well to plan next steps for learning for children in relation to PE.</p> <p>Planning has been monitored and offers high quality provision. The subject leader has developed his leadership skills to lead professional learning for staff.</p> <p>Teaching of PE has been monitored during the academic year by PE lead, staff are using</p>	<p>To continue to purchase Gold LSSP package and existing coach to continue to enhance teaching and learning of PE in our school. Times of sessions will be varied to ensure all year groups access dance and gymnastic coach/teacher led units during the year.</p> <p>An evaluation of staff upskilling will also be monitored.</p> <p>Use of Joseph Lappin centre has enhanced PE sessions; this has had a positive impact, although due to constraints of time within the school day, this will now be used as additional opportunity during lunchtimes and as extra-curricular sessions.</p> <p>PE lead to seek out any additional courses for staff development where necessary.</p>

	To establish links with Everton in the Community- to widen sports opportunities for our children.		<p>techniques from coached sessions when delivering their own sessions, this is working well.</p> <p>This has been a successful partnership, children have benefitted from accessing different coaching styles, with groups of children from EYFS upwards taking part in intra-school competitive sports/games and developing physical skills. This has impacted upon team building within year groups and giving children who have not entered external competitive events to gain confidence, increased self-esteem and success.</p>	School wish to continue to develop this link during 2018-2019 academic year further exploring the varied opportunities on offer both in and out of school.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%

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 increase broader range of physical activities and sports to be incorporated into curricular and extra-curricular provision.	Purchase of additional external agencies/coaches to offer different sports.	£2000	Clubs are continuing to be offered free of charge and we now have a wide variety across the primary school- cheerleading, netball, boxercise, dance, matball etc	Increased amount of sports clubs on offer during this academic year-31 clubs were on offer to children during Summer term (18 sporting based), Spring 29 clubs (16 sporting) and Autumn 27 clubs (16 sporting).
To link to outside sports clubs and organisations.	Attend LSSP training/CPD/updates to offer best physical activities to our children.	£200	All clubs are offered on half/termly basis and checked to ensure all children are offered a club each term.	Additional agencies/coaches
	To train/team teach school staff to ensure additional clubs take place	£2000		

	<p>to increase range on offer and to build on staff's sporting skills.</p> <p>To increase range of clubs on offer for our youngest children to develop early physical skills and a love of sport (and extend links with local sure start centre).</p> <p>Track and monitor children attending clubs and sports on offer, regularly change and review clubs.</p> <p>To continue to offer all clubs free of charge.</p> <p>To reward children's efforts and achievements in extra-curricular activities.</p>		<p>TA/support staff are employed to deliver at least one club a term – which is funded by school. This has increased the number of extra-curricular clubs during the academic year by at least 10% termly.</p> <p>A whole school tracker is completed to track participation in clubs; this means that school can target the less active children.</p> <p>Sports coaches have identified children's talents and used extra-curricular clubs to stretch and challenge these. A growing number of children (currently 11%) are going on to join other local clubs such as Tennis Ju-Jitsu, other dance/gym clubs. This is complimenting activities in school and in the curriculum.</p> <p>282 children took part in our annual Children's University celebration in church where children are rewarded for their hard work and commitment to extra-curricular provision.</p> <p>95% of pupils say they enjoy PE and sport and want to get involved in more activities.</p>	<p>have been used to deliver sessions at no cost to children.</p> <p>Children from reception upwards are offered these clubs, with children in Nursery receiving coaching from external coaches during their session time.</p> <p>Clubs have been monitored during the year and children are encouraged to take part in as many as possible- particularly PP/vulnerable and CLA children.</p> <p>Staff work together and share good practice which will lead to better confidence all round and more staff will be keen to get involved ensuring that extra activities will continue to grow and expand.</p> <p>We will target the 5% of reluctant children.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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 provide regular opportunities for our children to compete in both intra school and inter school competitions.	<p>To work with LSSP to increase range of competitions we enter and ensure we are aware of all that is on offer within LA, local schools/networks.</p> <p>Intra-school competitions on a termly basis- rotating year groups/children/sports.</p> <p>Purchase of entry to 'Broad Green Primary Football League' for Y5/6 children.</p> <p>To track competitions and children entered/success to build up whole school picture of competitive sport.</p>	<p>Part of LSSP Gold package.</p> <p>£500</p> <p>£500- transport/supply cover when necessary</p>	<p>During the academic year, we have taken part in 22 competitions with varying success. All children have been praised for their attendance and achievements.</p> <p>We have tried to seek out as many opportunities for children to take part in competitive sport as possible; with competitions within our school for children to take part in too.</p> <p>This increased % of sporting activity has been rewarded through our Children's University successes.</p> <p>PE team have taken part in KS2 local football leagues which have held regular matches within the local area</p>	<p>To continue to increase the participation in competitions both through local networks and LSSP competitions offered.</p> <p>In-school competitions are led by PE team- we will continue to build on this and map out competitions during academic year, linking staff, clubs and events together.</p> <p>Competitions will continue to be monitored to ensure a variety of children and year groups enter competitive events.</p> <p>All transport to competitions/events is funded by school through Pupil premium and PE premium funding.</p>

			<p>As a school, we have won the 'Egg Cup' Football competition through our links with Everton in the Community. Also receiving Silver and Bronze awards in LSSP Athletics competitions.</p> <p>Bronze School Games Award achieved July 2018</p>	<p>To continue to identify new competitive or performing opportunities in new sports for a wide range of children.</p> <p>To re-apply for the School Games Award to gain a higher accreditation.</p>
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