



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 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](http://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](#).



|   |  |   |                      |  |
|---|--|---|----------------------|--|
| Academic Year: 2018/19  | Total fund allocated: £8,158<br>(approximately £11,000 be allocated later in the year)   | Date Updated: October 2018  |                      |  |
| <b>Key indicator 1:</b> 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:<br>%     |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated:  | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Create an ethos of exercising during playtimes in order to boost self-esteem, fitness and mental health.</p> <p>Create opportunities specifically for those who are least active and or who are disadvantaged</p>                  | <p>Ascertain, in the first half term, which children are least active or who are unable to access sport eg disadvantaged</p> <p>Arrange personal best (level 0) challenges that use the existing playground equipment. For example, the monkey bars.</p> <p>Arrange intra-school competitions (level 1) to take place during playtime. For example, dodgeball, football etc. Use the sports crew to help run.</p> <p>Teach the children, in lessons, how to compete in playground games and how to use the equipment safely and appropriately.</p> <p>Continue with the after-school basketball club for those who are least active.</p> <p>Start a morning sports club for those who are least active.</p> <p>Arrange for the field to be use for more of the year by improving the drainage.</p> <p>Arrange for the field to have a football pitch painted on.</p> | <p>£2,100</p> <p>£6,595<br/>Initiative and interventions led by PE Co-ordinator</p> <p>£669</p> <p>£3,106</p> |                      |  |

|  |   |                     |                      |  |
|--|---|---------------------|----------------------|--|
|  |   |                     |                      |  |
| <b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>  |   |                     |                      | Percentage of total allocation:          |
|  |   |                     |                      | %  |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:   | Funding allocated:  | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Promote opportunities for leadership in line with learning powers.</p> <p>Promote active lifestyles outside and inside school.</p> <p>Promote children and adults as role-models.</p> | <p>Set up a school PE Twitter account and update the website/latest news to promote the school's achievements and participation in sports.</p> <p>Continue to use the newsletter and website to promote sport within the school and to advertise opportunities outside of school.</p> <p>Set up a sports crew in order to give a pupil voice to PE and create leadership opportunities in line with our school learning powers.</p> <p>Speak to staff about what sports they take part in and use them as role-models during assemblies.</p> <p>Celebrate children's sporting achievements outside of school during assemblies.</p> <p>Create awards celebrating children as good role models during PE lessons and competitions.</p> | See key indicator 1 |                      |  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                                       |                      | Percentage of total allocation:          |
|--|---|---------------------------------------|----------------------|--|
|  |   |                                       |                      | %  |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated:                    | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Use Kim Henderson to support year groups with example lessons, resources and support with schemes of work in order to boost quality of lessons and confidence of individual teachers.</p> <p>PE coordinator to increase specialist subject knowledge in order to improve teaching and learning.</p> | <p>Kim Henderson booked for November 1 2018 (start of new term).</p> <p>Speak to each year group about which topics they want support with.</p> <p>PE coordinator to attend Level 3 dance course and team-teach lessons throughout the school.</p> <p>PE coordinator to attend all three borough coordinator meetings in order to stay informed about developments in PE.</p> <p>PE coordinator to attend AFPE conference with a focus on the teaching of gymnastics,</p> | <p>£3,000</p>                         |                      |  |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |                                       |                      | Percentage of total allocation:          |
|  |   |                                       |                      | %  |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated:                    | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Increase the range of sports offered.</p>   | <p>Use the sports crew to discuss what additional sports they would like.</p> <p>Use the sports crew to help run the personal best (level 0) virtual challenges.</p> <p>Create additional opportunities for SEN students (boccia etc).</p> <p>Create new sport – cross-country.</p>   | <p>Mini Bus Cost<br/>Release Time</p> |                      |  |

| 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: | Sustainability and suggested next steps: |
| <p>100% participation in at least two intra-school competitions.</p> <p>An increase in the number of inter-school competitions, via the school-games.</p> <p>Targets for 2018/19 to include a school netball team (for league and cuo), a girls football team (for league and cup), year 3 dance team.</p> <p>Enter cross-country competition.</p> <p>Increase opportunities for Year 3 and 4 by entering football competitions.</p> <p>Increase opportunity for SEN by entering boccia tournament.</p> <p>Level 0, personal best based competitions to take place at playtimes and lunchtimes.</p> | <p>Enter the BPSS tournaments.</p> <p>Transport to events</p> <p>Teachers to plan for dance team in lessons. Hire a dance teacher to support the final composition in the final two weeks. Hold a dance competition to choose which class represents the school.</p> <p>P.E coordinator to run sports teams (boys and girls football, mixed basketball and mixed netball netball).</p> <p>P.E coordinator to continue athletics teams (sports hall and track and field). Additional activity of cross-country to be added.</p> <p>Year 3 teachers to plan for dance competition with support from P.E coordinator and outside dance coach.</p> <p>P.E coordinator to support each year group in running an intra-sport competition in the summer term.</p> | <p>£1,100</p> <p>£690</p> <p>See key indicator 1</p> |                      |  |