



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

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 Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

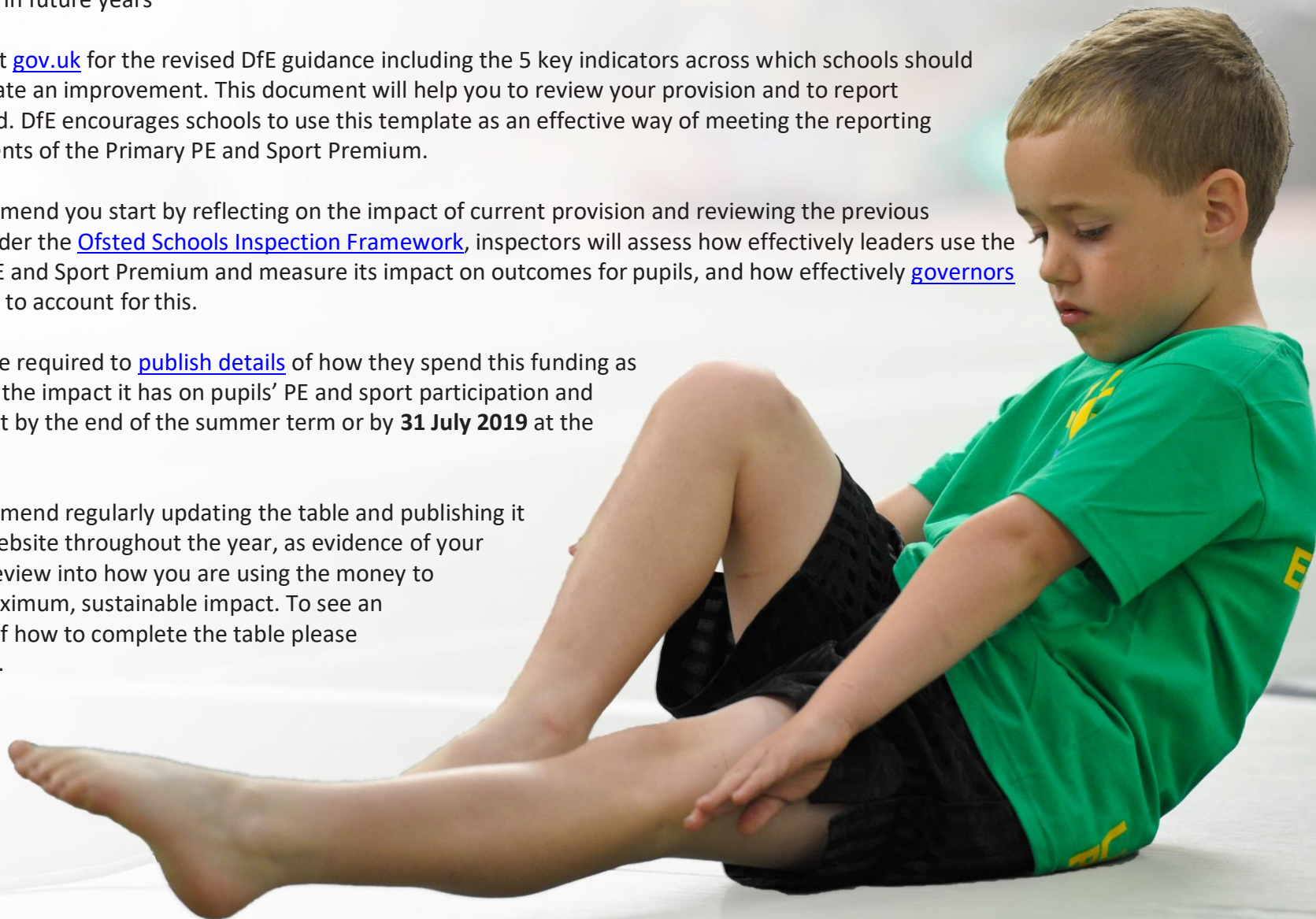
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](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 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:
<p>K1 &amp; K3- Professional sports coaching- outside coaching (Premier Sports) the children have experienced high quality PE lessons including a variety of sports and improved their fitness. This enables class teachers to develop confidence in delivering PE lessons and teaching new skills. Our sports coaches have also had targeted groups slotted into their timetable to develop healthy lifestyles and fitness further. This has also encouraged and motivated children's mind-set to support a healthier outlook towards physical activity.</p> <p>K4 &amp; K5- Children have been entered in various competitions and always show great enthusiasm and give their all in every event that we enter. We have entered as many events as possible to give the opportunity for many children to attend an event and cover as many year groups as possible.</p> <p>K4 &amp; K5- Sports Games Mark- Due to an increase in student participation in competitions and after school clubs in 2018 we achieved the GOLD sports games mark at Southglade for the first time ever, we are extremely pleased with this and hope to maintain this achievement.</p>	<ul style="list-style-type: none"> <li>• Overall fitness levels and physical activity across school still needs to improve- physical activity bursts throughout the day. Look for daily exercises for teachers to access to encourage physical activity</li> <li>• Look at implementing a daily mile scheme (Sheriffs Challenge)</li> <li>• Increase activities happening at lunchtimes ran by Sport Ambassadors</li> <li>• Use Premier Sport to create a baseline fitness assessment for every child in school in the autumn term and again in the summer term as a personal best challenge and monitor fitness levels in school</li> <li>• Maintain the Gold School Games Mark</li> <li>• Alter and implement a sports day to include and promote fitness as well as encourage all children to take part in physical activity</li> <li>• Find out from staff their views on PE and how it could improve / CPD training for staff</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	72%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?]	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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.

<b>Academic Year:</b> 2018/19	<b>Total fund allocated:</b> £19,554	<b>Date Updated:</b> 20.06.2019		
<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				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To improve activity levels, fitness and attitudes towards PE and physical activity across school.	<p>To implement a daily mile scheme</p> <p>To introduce daily bursts of activity in classrooms</p> <p>To promote fitness in assemblies</p> <p>Sport Ambassadors to run Change 4 Life, healthy lifestyle group with Y3 children</p>	<p>£420</p> <p>Fitter Future Yearly Membership</p>	<ul style="list-style-type: none"> <li>Classes fitness improved from daily running as part of the Sheriff's Challenge</li> <li>All pupils are more active during the school day, contributing to 30 daily active minutes</li> <li>Improved behaviour and concentration (staff feedback)</li> <li>Staff and pupil questionnaires</li> <li>Drop in notes</li> <li>Children and staff encouraged to complete more Fitter Future challenges- children more inclined to take part in Fitter Future</li> <li>Healthy lifestyle group carried out, ran by Sport Ambassadors promoting making informed choices with regards to lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Staff are equipped to continue to build daily physical activity into the school day</li> <li>Taking inspiration from fitter future to create own daily classroom activity bursts.</li> <li>Using free resources such as Cosmic Yoga, Just Dance and Go Noodle</li> <li>Y5 Sport Ambassadors can continue to support next year's sport ambassadors in running the club and giving</li> </ul>

	<p>Train sport ambassadors to run lunchtime clubs</p> <p>Utilise PE coach to deliver fitness testing at the start and end of the year</p> <p>Use PE coach to run additional focussed fitness groups</p>		<p>and diet (pupil feedback)</p> <ul style="list-style-type: none"> <li>• Lunchtimes are more active (contributing to 30 active minutes)</li> <li>• Baseline Measurement testing has happened at the start and end of the year</li> <li>• Fitness test data collection enabled us to look at patterns and identify the children with low fitness levels- from this we created Cardio Booster groups to up the fitness levels of these focus children</li> </ul>	<p>suggestions for activities</p> <ul style="list-style-type: none"> <li>• Train support staff/sport ambassadors to lead with cardio booster sessions and rotate the children that are being targeted each term</li> </ul>
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**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To inform staff and children about the importance of PE and physical activity and its impact.	School Games Mark maintain Gold		<ul style="list-style-type: none"> <li>• School Games Mark outcome at the end of the year has been awarded as <b>GOLD</b></li> <li>• We have taken up as many opportunities as possible to ensure we maintain gold including high participation levels in after school clubs and competitions 74% of children from year 1-6</li> </ul>	<ul style="list-style-type: none"> <li>• To host more intra-sport competitions/festivals in school</li> <li>• To host competitions for local schools (no cost)</li> <li>• Continue to offer free afterschool clubs ran by staff members weekly</li> </ul>

	<p>Promoting Fitter Future with trophy for the best class each week</p> <p>Promote and setting weekly challenges for each class to be involved with the Sheriffs Challenge</p> <p>Staff meetings delivering information to all staff about PE and what is expected in schools</p> <p>Providing staff with knowledge of PE impact on attainment</p> <p>Promoting PE on the school website and updating information</p>	<p>£10</p>	<p>have had a place in an after school club and 57 clubs have been ran since September</p> <ul style="list-style-type: none"> <li>• Keeping gold games mark sets a high standard of physical activity for next year</li> <li>• The promotion of fitter future with a trophy has seen an increase in classes contributing to daily bursts of activities which contribute to the 30 daily active minutes in school.</li> <li>• Children’s fitness levels have improved with the implementation of the Sheriffs challenge and contributes to the daily 30 minutes (data collected)</li> <li>• Staff are kept up to date with the primary PE expectation and national statistics about the health and fitness of primary aged children. Staff are reminded how important PE is and what we should be doing as teachers to ensure PE lessons are being taught and children remain active</li> <li>• Staff input and survey results collected/analysed</li> </ul>	<ul style="list-style-type: none"> <li>• Taking inspiration from fitter future to create own daily classroom activity bursts.</li> <li>• Using free resources such as Cosmic Yoga, Just Dance and Go Noodle</li> <li>• Easily sustainable as it is free to implement and uses the playground space which is measured out and can take as much or as little time as the teacher wishes</li> <li>• Offer more CPD PE opportunities to all staff including HLTA staff especially free training opportunities</li> </ul>
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To enable staff to deliver high quality PE lessons with confidence and motivate pupils attitude towards physical activity.	<p>Teachers and PE coach to teach high quality PE lessons</p> <p>Teachers to develop skills from working alongside PE coach</p> <p>Teachers and PE coach to teach a variety of sports and activities to their class</p>	£14,091.04	<ul style="list-style-type: none"> <li>Confidence in teachers teaching PE lessons</li> <li>PE coach enables a variety of sports including OAA</li> <li>Inclusive well planned PE lessons</li> <li>Teachers are upskilled through observing and working alongside the PE coach</li> <li>Children are all involved and work at their level</li> <li>Improved performance from all pupils throughout the school year enhancing the overall PE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Staff learn skills and develop lessons taught by PE coach</li> <li>Staff are able to continue to develop skills children learn with PE coach</li> <li>Staff are confident at delivering their own lessons</li> <li>Get support staff to observe PE lessons to enable their confidence in teaching PE</li> <li>Offer team teaching opportunities for less confident teachers</li> </ul>

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To create as many additional sporting opportunities as possible across all year groups and include as many children as possible in after school clubs and competitions entered.	<p>Pupils from year 1-6 have the opportunity to take part in non-competitive festivals such as This Girl Can, Inclusive Festivals and Infant Agility Festivals</p> <p>Ensure a variety of afterschool clubs are provided for children in all year groups (changing each half</p>	Transport and competition costs below	<ul style="list-style-type: none"> <li>Pupils are provided with new and exciting experiences</li> <li>Pupils will develop confidence in taking part</li> <li>Pupils are more engaged with PE and physical activity (children always enjoy being part of a</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide different afterschool club opportunities</li> <li>Encourage staff to try something new</li> <li>Set aside some of the sport funding for new afterschool club opportunities</li> </ul>

	<p>term to include as many children as possible)</p> <p>Run an inclusive sports day with a variety of events and sports for all</p> <p>Running cardio booster in KS1 and KS2 with least active children (determined from baseline assessment in autumn term)</p> <p>PE coach to teach lessons to support upcoming competitions</p> <p>Take part in the new Tri-Aquathon competition where all events are held in the water</p> <p>Taking part in additional opportunities that arise- Bikeability Prokick Challenge</p> <p>Ensuring apparatus equipment is in good condition and safe to be used or repaired if needed</p> <p>Purchasing new equipment to ensure a variety of sports can be taught</p>	<p>£30</p> <p>£747.50</p> <p>£655.83</p> <p>£256.41</p>	<p>competition and representing their school)</p> <ul style="list-style-type: none"> <li>• Concentration, health and well-being is all impacted by physical activity</li> <li>• Children learn new skills and develop sports they know how to play</li> <li>• After school clubs provide children with opportunities they may not be able to access out of school or at home</li> <li>• All children are included to take part in clubs and competitions</li> <li>• Children in Cardio booster have higher fitness levels (evidence through data collected)</li> <li>• Children encouraged to exercise by creating exciting sport opportunities like the Pro Kick Challenge and Bikeability</li> <li>• Equipment repairs and sports equipment purchases enable teaching staff to teach a range of sports including gymnastics on the apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Pro Kick Challenge book again for next year as costs nothing for school and children were extremely engaged with sport</li> <li>• Bikeability was free for Year 5 children, look at booking again next year</li> <li>• Ensure children know the expectations with equipment and how to look after equipment by talking to teachers and relaying the message</li> </ul>
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**Key indicator 5: Increased participation in competitive sport**

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>To enable as many children to take part in a sporting competition as possible including SEND children. Ensure inclusivity for sports day and encourage all children to take part and compete in all events.</p>	<p>Use Sheriffs Challenge and Fitter Future to compete against other classes</p> <p>Enter a variety of competitions and provide as many opportunities for children to go as possible</p> <p>Develop and implement an inclusive sports day for all children to take part in</p> <p>Attend local sport competitions with other schools</p>	<p>£375 Entries into competitions</p> <p>£3169 Travel cost</p>	<ul style="list-style-type: none"> <li>• Enables children to try harder, complete more miles/more fitter future challenges and work as a team to achieve this</li> <li>• Character building as children learn to work as a team and how to lose or win effectively</li> <li>• Pupils learn a variety of sports, skills and techniques prior to the competitions through after school clubs or PE lessons</li> <li>• Children learn a range of skills through competitive sports and have additional opportunities to have a go at new sports (curling)</li> <li>• Competitions are inclusive and allow all children to take part, some are specifically for inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to prepare children in PE lessons and after school clubs for upcoming competitions</li> <li>• Ensure that different children attend competitions to give as many children an opportunity to take part</li> <li>• Host competitions and attend local school competitions</li> </ul>