



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



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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:

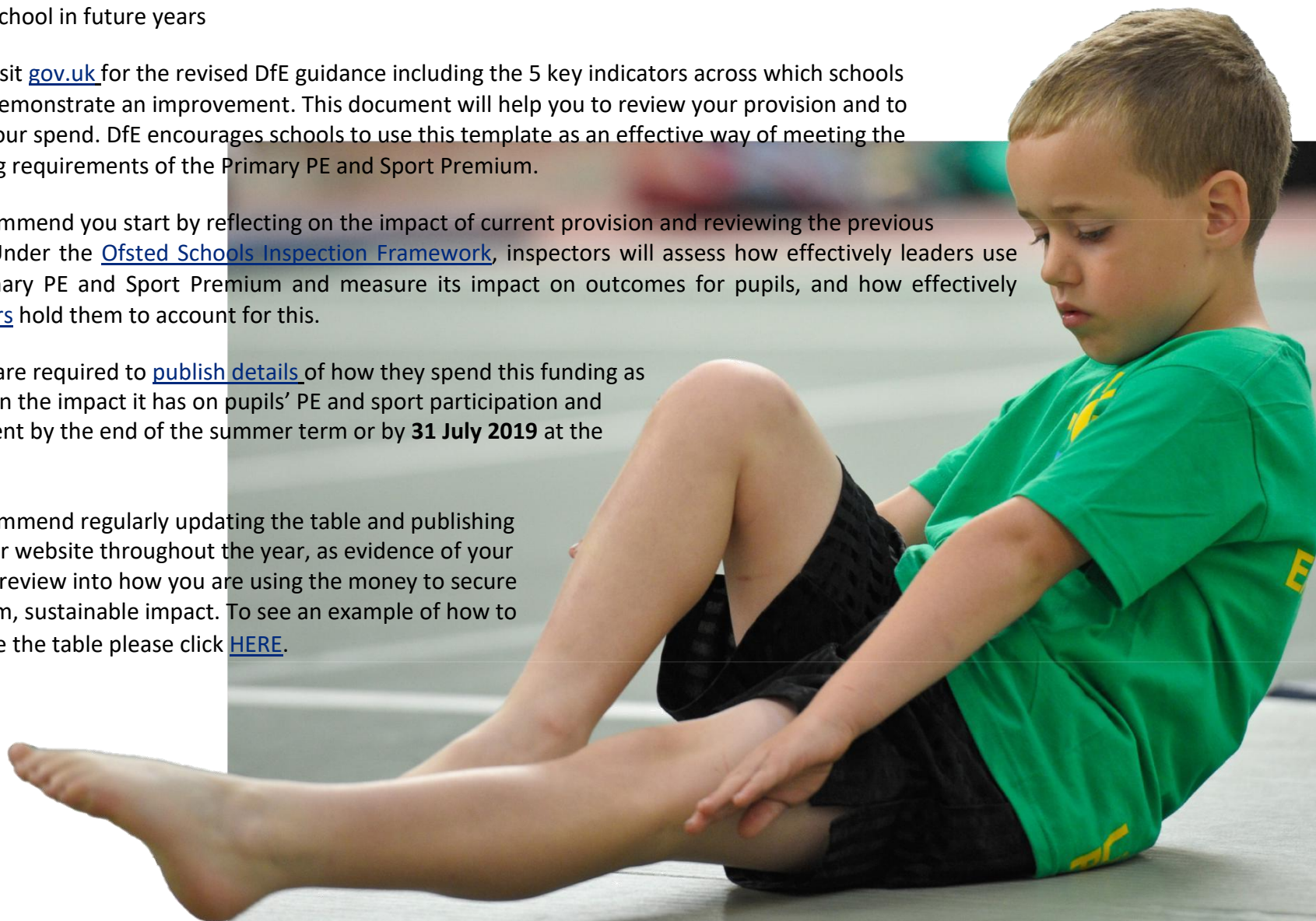
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk 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:
<ul style="list-style-type: none"> • Access to a wide range of festivals to engage less active pupils across both key stages. Focus has been on ensuring more pupils across the school have been invited to take part in a range of activities. • Utilising the SSP CPD offer to ensure that all staff access at least one CPD Course. INSET held in autumn 2018 focused on More Able – staff now have a range of strategies and ways in which they can move on and challenge the most able pupils in P.E. sessions. Spring 2019 Subject Leader worked with P.E. specialist to ensure P.E. curriculum gives a broad and balanced range of activities and through the key stages, skills are developed and applied. • Improved competence and confidence of all teaching staff in delivering high-quality lessons which cater for and stretch the more able pupils. • Identified and invited the most able pupils to attend Gifted and Talented camps held during the holidays as part of SSP package. Camps offered have been Yoga, Relaxation Techniques and Streetdance for Year 5, Badminton for Y1 and Y2, Basketball for Y4, Y5 and Y6, Tennis for Y3, Y4, Y4, Y5 and Y6. • 	<ul style="list-style-type: none"> • To survey staff regarding best use of INSET sessions. Create short survey to ascertain needs and tailor future INSET sessions to this. • Access team teaching support from specialist P.E. staff in order to increase the competency and confidence of least confident teaching staff. Based on results from Staff Survey. • Run fit 4 Action sessions for identified class to promote a wider and deeper understanding of the need for active lives.

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	96%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%

<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>Yes/No Top up swimming has been offered to Y4 and Y6 pupils as part of the membership of CPRSSP.</p>

Created by:  Association for Physical Education  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  CSPHE WOMEN  UK COACHING  UK active More people
More active
More often

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: £	Date Updated:		
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:
SSP Basic Membership Model – Physical and Health and Wellbeing Strands CPRSSP Membership Model attached To impact on all pupils in KS1 and KS2	<ol style="list-style-type: none"> 1. Deliver to a target group of children in Year 4, the SSP Fit for Action health intervention 6 week programme. 2. Select groups of children to attend Active Kids festivals and Paralympic festivals, in order to engage the least active pupils in the school in personal challenges and to develop a love of being active. 3. Select and book identified members of staff to attend Active Literacy as part of the SSP CPD offer. 	Points 1-10 funded through SSP Basic Membership Annual cost is divided equally across all 5 key objectives.	<ol style="list-style-type: none"> 1. Fit 4 Action sessions took part in Summer Term for 6 weeks 2. Names and groups that pupils belong to are clearly identified in Subject Leader file. Baseline v progress. 3. English subject leader attended the training and fed back to all staff during Staff Meeting. 	<ol style="list-style-type: none"> 1. Use this philosophy for other groups within the school. Use resources and content to embed into other areas of the curriculum. 2. Use personal challenges to chart activity between festivals. If successful, widen the offer to a greater number of children. 3. Staff records of attendance. Measure use of resources and implementation.

	<p>4. Staff to attend “Healthy Movers” CPD and utilise the resources to engage our youngest pupils and their families in being more regularly active.</p> <p>5. Access support with the completion of the Active School Planner heat map through the website by attending the SSP Annual Conference and follow up meeting in May 2019.</p> <p>6. Daily Mile – all classes are completing the daily mile in order to promote healthy and active lifestyles.</p> <p>7. Lunchtime Sports Coaches to encourage team games across all year groups. Sessions in place 2 x weekly for KS1, LKS2, UKS2</p>		<p>4. EYFS staff to attended and track pupils’ active minutes per day.</p> <p>5. Completion of heat map and Action Plan. Attendance at SSP meetings.</p> <p>6. Pupils being more active during the school day.</p> <p>7. Pupils are regularly taking part in a range of team games and activities. Space is provided in the small hall if the weather is poor and the children cannot go outside so the sessions always run. Impact is that there are reduced incidents involving behaviour at lunchtime as pupils are purposefully occupied enjoying sport.</p> <p>8. Based on pupil</p>	<p>4. Staff CPD and resources specific to the setting.</p> <p>5. Use of recommendations and findings from the site to inform future plans and interventions.</p> <p>6. Pupils logging how many laps they do in their 15 minutes daily mile. Looking for improvements in speed.</p> <p>7. Monitor pupils taking up this offer, roll out to other pupils in time.</p>
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	<p>8. Sports council have met with the subject leader to discuss additional games that the pupils would like to play at lunchtimes when on the field. A questionnaire has been developed and the sports council have carried out the survey.</p> <p>9. Sports council have worked to look at ways they could fundraise to purchase new football goals that could be used at lunchtime on the field.</p> <p>10. Roll out taster Flying Start sessions for all pupils in KS1 to encourage healthy lifestyles.</p>		<p>suggestions, additional games will be added to the ones already on offer at lunchtimes for those not playing organised games or on the days that coaches do not come in. MDAs will have additional training if necessary to implement the playing of these new games.</p> <p>9. SUFC have been contacted to arrange a penalty shoot-out competition and fundraiser which all pupils will take part in and will get sponsors to pledge for each goal scored or a total amount pledged.</p> <p>10. Pupils receive sessions and are then invited by SSP to a family taster day with a view to attending regularly.</p>	<p>8. Based on questionnaire, MDAs to be trained in setting up chosen activities. Sustainable as up-skilling MDAs.</p> <p>9. Sports Council to collect sponsorship and count total. Meet with office staff to order new goal posts. Purchase new goals and monitor use of new goals. Roll out to other resources in the future if appropriate.</p> <p>10. All pupils in KS1 to be targeted with additional invites throughout the year of family activities provided by SSP.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:

<p>SSP Basic Membership Model All strands contribute to this area. To impact on all students and staff in Key Stage 2 and Key Stage 1 including EYFS</p>	<ol style="list-style-type: none"> 1. Identify SSP interventions and support to target whole school issues i.e. training of MDAs to support playground games in order to improve behaviour at lunchtime. 2. Sports Coaches to work with pupils at lunchtime to promote healthy lifestyle by being active and introducing new games regularly. 3. Book termly staff INSET P.E. sessions based on survey of staff needs in order to raise the profile of P.E. across all staff. Target is to raise staff levels of confidence and competence to match those of staff when teaching English and Maths. 4. Attendance at P.E. subject 	<p>Points 1-9 funded through SSP Basic Membership Annual cost is divided equally across all 5 key objectives.</p>	<ol style="list-style-type: none"> 1. Whole school development plan references P.E. (section 2.6 - Run a sports council to help plan and manage a range of sporting events. Survey completed Spring 2019 to find out most asked for sports. 2. Pupil registers show take-up of this intervention. Discussion with pupils regarding games played shows a range of activities are taking place. This means that more pupils are regularly accessing a wider variety of types of sports. 3. Staff attendance at INSET sessions. Track use of new skills. 4. Evidence of staff 	<ol style="list-style-type: none"> 1. Sports' council to share this with P.E. subject lead at sports council meeting and subject lead to arrange for training for MDAs in order to implement the new chosen games. Sustainability through MDAs upskilling in leading games. 2. Ensure a range of pupils continue taking up the offer and encourage those that have not done so before, to have a go. 3. Survey staff pre and post INSET and discuss profile of P.E. in staff meetings. Possible observations by subject lead/P.E. Specialist to look for quality of delivery. Additionally look to see if groups are more engaged after INSET/Specialist coaching. 4. P.E. meeting feedback
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leader meetings and share outcomes across whole school.

5. A structured plan of staff across the whole school to attend CPD and access opportunities.

6. Engage with Team Teaching opportunities through SSP projects including Flying Start, Fit 4 Action. Use as an in-school working INSET to upskill staff and develop confidence and competence.

7. Engagement of more staff in preparation for festivals and attendance to cross curricular CPD to ensure P.E. School Sports and Physical Activity are impacting across all elements of school life.

attendance at subject leader meetings.

5. Keep log of staff attendance at sport related INSET or team teaching.

6. Records of staff (Teachers, TAs and MDAs) working alongside projects.

7. Variety of staff to attend festivals with groups of pupils to allow maximum opportunities to develop skills related to physical activities. Links from Fit4 Action cross directly with Y3-4 PSHE curriculum (Me and Healthy Lifestyle).

to remainder of staff to share resources, ideas etc.

5. Roll out knowledge and resources and opportunities to other staff. Share knowledge and information gained at INSET or as a result of team teaching or working alongside specialist sports coaches to prepare for an event.

6. Follow up activities and future projects led by in-house staff showing impact of INSET and team teaching sessions which will develop confidence and competence.

7. Follow up activities based on attendance at festivals and events. Additionally, records of future attendance.

8. Engagement with Senior Leadership Team by P.E. Subject leader to ensure they are aware of all P.E. related activities and developments taking place in the school.

9. Whole school assemblies to promote sport activities, the sports council and to celebrate achievements of those taking part in sporting activities.

8. Termly report to governors sets out all achievements and competitions entered along with other information regarding pupils' activities. In addition : CPD, league standings for football and netball, resources, sports council meetings, sustainability, 60 mins active per day, next steps etc.

9. Pupils become more aware of the festivals and opportunities on offer and are more likely to take up these opportunities if their peers are seen to be enjoying and being successful.

8. Continue to record and report all sport and P.E. related information. Invite P.E. Governor to meet and feedback directly so it becomes more personal and there are opportunities for governors to ask questions to deepen their understanding. SMT and governors will be fully informed and up to date on what is happening in P.E.

9. Attendance improves because healthy lifestyles are becoming more common with all of the new activities introduced. Monitor take up of new activities in particular from those least active to encourage the whole school to be healthy and active.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<p>SSP Basic Membership Model</p> <p>All strands contribute to this area (see attached membership plan) High P.E. is most prominent.</p> <p>To impact on all students and staff in Key Stage 2 and Key Stage 1 including EYFS</p>	<ol style="list-style-type: none"> 1. Access and tracking of impact of CPD on quality of lessons and confidence of staff. 2. Deliver 3 x staff inset sessions based on audit of staff needs. Track impact. 3. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff (Dance Festival preparation with Y3, December 2018 and January 2019). 4. Attendance at SSP P.E. lead meetings to gain knowledge to share. 	<p>Points 1-7 funded through SSP Basic Membership</p> <p>Annual cost is divided equally across all 5 key objectives.</p>	<ol style="list-style-type: none"> 1. Attendance records for staff CPD and course details. Observations and monitoring of P.E. delivery. 2. Staff inset for hockey, catering for most able. Is delivered. Resources collected. Evaluation of CPD verbally was positive. 3. Staff records of project involvement. Staff records on follow up activities. Future interventions where necessary. 4. Records of meetings, notes and handouts. 	<ol style="list-style-type: none"> 1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired knowledge and skills. A structured approach to lesson observations focusing on CPD. 2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation on effectiveness of training. 3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school. 4. P.E. lead has the opportunity to share within whole staff meetings.

	<p>5. Gathering and use of SSP P.E. resources to support staff in school with the delivery of lessons.</p> <p>6. Wider use of SSP infrastructure to network and share ideas.</p> <p>7. Trainee teacher and NQT training as appropriate including opportunities for them to be part of team teaching based on CPD received.</p>		<p>5. Making use of the SSP resources bank to support schemes of work and lesson plans.</p> <p>6. Attend and utilise SSP networking opportunities and sharing of ideas between schools.</p> <p>7. Trainee teachers and NQTs invited to attend training and given opportunities to be part of team teaching process to embed and refine skills.</p>	<p>5. Central whole-school base for resources accessible to all in the school.</p> <p>6. Allowing staff time to attend events and share findings.</p> <p>7. Allow a range of staff to work with trainees and NQTs to develop team teaching skills and mentoring.</p>
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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:	Sustainability and suggested next steps:
<p>SSP Basic Membership Model</p> <p>All strands contribute to this area (see attached membership plan) High P.E. is most prominent.</p> <p>To impact on all students and staff in Key Stage 2 and Key Stage 1 including EYFS</p>	<ol style="list-style-type: none"> 1. Access to a broad range of Festivals, Competitions and leagues. (Preparing children for dance festival, dodgeball and netball tournaments skipping festival, football and netball league matches etc). 2. Entering groups of children in events aimed at less active students (e.g. Paralympic Festival, Active Kids Festival, County finals of Boccia). 3. Use of Sports Council to assist with increasing levels of activity and range of topics covered during break and lunchtimes (KS2 questionnaire). 4. SSP coaches to provide additional adult led activities at lunchtimes. 	<p>Points 1-12 funded through SSP Basic Membership</p> <p>Annual cost is divided equally across all 5 key objectives.</p>	<ol style="list-style-type: none"> 1. Records of events entered. Records of children and participation levels and percentages across the school. 2. Records of events and students selected. Track pre and post levels of activity including how pupils felt being selected. 3. Dates and records of Sports Council meetings and results of questionnaires and surveys carried out by Sports Council. Records of activities in lunch and break time activities and profiles of attendees. 4. Records of activities provided and pupils attending these opportunities. 	<ol style="list-style-type: none"> 1. A plan to ensure all students have opportunities to prepare, attend and represent the school. 2. Tracking of pupil attendance and engagement in broader extra-curricular sport post event. 3. Investment in additional play and sports equipment. Keeping lunchtime and break time staff engaged by ensuring training is provided. Liking activity levels to whole school priorities. 4. Ensure pupils' views are taken into account through questionnaires and surveys and to ensure a variety of games and activities are

	<p>5. Engaging different pupils in performance-based opportunities (Dance Festival, Active Kids Festival, Paralympic Festival, Skipping Festival). Ensuring pupils in school can access non-traditional sporting opportunities.</p> <p>6. Provide workshops in order to increase opportunities for all pupils to try a new sporting activity (Flying Start, Glow Sports, Taster days at local feeder secondary schools).</p> <p>7. Engage with Active Kids Festivals.</p> <p>8. Participate in a range of competition and festivals.</p> <p>9. Use of SSP community club scheme to offer a wider range of extra-curricular clubs.</p>		<p>5. Entry details to these events. Profile and details of pupils entering.</p> <p>6. Evidence of pupil participation. Feedback from pupils about the event.</p> <p>7. Evidence of pupil participation. Feedback from pupils about the event.</p> <p>8. Evidence of pupil participation. Feedback from pupils about the event.</p> <p>9. Completion of community club request sheet. Requests based on consulting pupils, records</p>	<p>implemented. Pupil feedback to ensure pupils are engaged.</p> <p>5. A school plan to allocate different year groups and target specific groups of pupils.</p> <p>6. A school plan to ensure a variety of workshops allow for different preferences and types of sporting activity.</p> <p>7. Tracking of engagement in broader clubs and extra-curricular opportunities.</p> <p>8. Tracking of engagement in broader clubs and extra-curricular opportunities.</p> <p>9. Mapping club programme to a wider range of festivals, competitions and events to track. Allowing</p>
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	<p>10. Health Week to introduce new activities where appropriate (Flying Start – parents invited to attend a family session to promote flying start family club, Sports day, introduce new activities via Y4 Fit 4 Action sessions, Roots 2 Food cookery workshops).</p> <p>11. Select pupils (Sports Leaders and/or Sports Council) to attend the SSP annual Leadership Conference to help young people in our school be a the forefront of developing a broader offer.</p> <p>12. Ensure pupils from our school access the range of Gifted and Talented holiday camps - different pupils across the school broadening their experiences of different sports and activities (Y5 American Football, Tennis, Dance, Badminton etc).</p>		<p>of need, allocation and timetable of before school, lunchtime and after school clubs.</p> <p>10. Evidence of participation. Pupil/parent feedback about the events.</p> <p>11. Dates and pupil records of conference. Links to whole school priorities.</p> <p>12. Keep a record of letters, invited students and those who attended.</p>	<p>our own school staff to support experts in a range of clubs.</p> <p>10. Use data collected to provide opportunities to take up requested events where possible.</p> <p>11. Leaders to act as ambassadors in school to advocate a greater engagement from their peers.</p> <p>12. Link selections to performance in P.E. and school sport and ensure students are correctly identified by engaging staff in the process.</p>
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Key indicator 5: Increased participation in competitive sport				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:
<p>SSP Basic Membership Model</p> <p>All strands contribute to this area (see attached membership plan) High P.E. is most prominent.</p> <p>To impact on all students and staff in Key Stage 2 and Key Stage 1 including EYFS</p>	<ol style="list-style-type: none"> 1. Involvement of a wide range of pupils in a broad offer of experiences. 2. Participation in SSP Football and Netball Leagues to increase regular competitive opportunities. 3. Entry into Dance Festival 4. Development on intra (in-school) competitive opportunities (Sprint run-offs, athletics field events trials, Swimming Gala trials, Y6 Football trials, Personal fitness challenges in P.E. sessions, Daily Mile, SUFC Penalty Shootout etc). 5. Ensuring pupils access 	<p>Points 1-6 funded through SSP Basic Membership</p> <p>Annual cost is divided equally across all 5 key objectives.</p>	<ol style="list-style-type: none"> 1. List of competitions entered and records of pupils attending. Competitive calendar linked to SSP website. 2. Record of fixtures, training and participants. 3. List of pupils that participated and programme from the event. 4. Annual plan of intra-competition to act as trials for inter school competition. 5. Records of students who 	<ol style="list-style-type: none"> 1. Annual calendar discussed and produced in consultation with staff and pupils. Whole school plan to grow offer on an annual basis. 2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in team kit. 3. In school performance of routine to engage and inspire future participants. 4. Build intra-school competition into whole school diary. 5. Celebrate the success

	<p>Gifted and Talented holiday camps and extra-curricular Gifted and Talented opportunities with local secondary schools to support their development and pathway into community competitive sport and beyond.</p> <p>6. Preparation for competitions and matches with specialist coaches where appropriate including football and netball team training, Athletics squad training, swimming gala squad training, dance festival rehearsals, training for other competitions and tournaments with selected pupils.</p>		<p>attend, SSP links to local clubs, additional local clubs, County and National events where appropriate (GA-Gymnastics British and English Champion for year above his own age).</p> <p>6. Records of pupils selected and additional training received. After the event record standings in league/competition results.</p>	<p>of these students : Assembly, display board in corridor etc.</p> <p>6. Celebrate achievements and successes and promote a positive growth mindset about what is possible if you work/train hard.</p>
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