



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](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:	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. • Utilising the School Sports Partnership CPD offer to ensure all teaching staff access CPD programme termly. • Improved confidence and competence of Upper KS2 teaching staff in delivering high quality Gymnastics lessons through staff CPD support. • Improved competence and confidence of teachers' ability to teach tennis and hockey through CPD session as part of SSP package. • Giving gifted and talented pupils the opportunity to attend a wide range of sports camps. 	<ul style="list-style-type: none"> • Using Staff Inset sessions to improve the confidence of staff in teaching athletics field events. • Accessing further team teaching support to increase the confidence and competency of our teaching staff • Running Fit4Action sessions for Year 4 class to provide a wider and deeper understanding of the need for active lives. • Working with local club, Benfleet Cricket Club who are coming in to work with KS1 to present their All Stars Cricket programme.

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?	89% of Year 6 pupils are able to swim 25m confidently and competently. 5 out of 45 pupils are unable to swim 25m. The five non-swimmers were offered top-up swimming as part of the SSP.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	89% of Year 6 pupils are able to swim 25m confidently and were taught a variety of strokes.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Self-rescue is part of the curriculum for the pupils that are competent swimmers. (89%)

<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 – we contribute through our School Sports Partnership Basic Membership (see attached) to a partnership wide Top Up Swimming programme.</p>
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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: £18,710.00	Date Updated: 27.03.2018	
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:
SCHOOL SPORTS PARTNERSHIP BASIC MEMBERSHIP MODEL Physical and Health and Wellbeing strands (see attached) To impact on all pupils in Key Stage 1 and 2. Please note some aspects are deliberately targeted at the least active pupils.	<ol style="list-style-type: none"> 1. School Sports Partnership Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity. (to take place summer term 2018) 2. Deliver to a class of children in Year 4 the School Sports Partnership Fit4Action health intervention 6 week programme. 3. Select a group of children to attend Active Kids festivals to engage the least active pupils in the school in personal challenges and to develop a love of being active. 4. Identified staff to attend Active Literacy as part of the School Sports Partnership 	<p>Points 1-6 are all funded through School Sports Partnership Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p> <p>See detailed proposed forecast in separate document for costs of each individual event.</p>	<ol style="list-style-type: none"> 1. Date of assembly and attendance. Follow up Q and A led by class teachers on content. Production of follow up tasks and displays. 2. Dates of sessions and profile of pupils selected. Tracking of pupils' future attendance of activities. 3. Register and profile of selected pupils. Comparative data of baseline activity and track progress. 4. Audit of cross curricular activity pre and post training. Staff records of 	<ol style="list-style-type: none"> 1. Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the School Sports Partnership. 2. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum. 3. Use the Personal Challenges to chart activity between festivals. If successful, widen the project to a greater number of pupils. 4. Staff to provide in house training for other teaching and support

	<p>CPD offer.</p> <ol style="list-style-type: none"> Staff to attend 'Healthy Movers' CPD and utilise the resources to engage our youngest pupils and families in being more regularly active. 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 2018. Change4Life club. Focus group of least active Year 3 pupils to promote healthy lifestyles. Bikeability. Invite all Year 6 cohort to participate and work towards level 2 Bikeability Award. Promoting healthy lifestyles. In school activities: Play Pals, Lunchtime Sports with a sports coach, Daily Mile. 		<p>attendance. Measure use of resources and approach.</p> <ol style="list-style-type: none"> Audit of school EYFS offer and action plan. Staff records of attendance. Tracking of active minutes per day. Completion of Heat Map and Action Plan. Attendance at SSP support meetings. Dates of sessions and profile of pupils selected. Tracking of students' future attendance of activities. Dates of sessions and profile of pupils selected. Tracking of students' achievements. Dates of sessions and profile of pupils selected. Tracking of pupils' achievements. 	<p>staff. Purchase resources to retain in school.</p> <ol style="list-style-type: none"> Use recommendations from Staff CPD and resources specific to the setting to inform future planning. Use of recommendations and findings from the site to inform future plans and interventions. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum. Use this philosophy for ensuring all future Y6 pupils within the school have the opportunity to take part. Use this philosophy for other groups within school. Use the resource and content to embed into other year groups.
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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:
				20%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>SCHOOL SPORTS PARTNERSHIP BASIC MEMBERSHIP MODEL</p> <p>All strands contribute to this area (see attached)</p> <p>To impact on all pupils and staff in Key Stage 1 and 2.</p> <p>All sporting events given high profile status.</p> <p>Displays celebrating achievements of pupils taking part in School Sports Partnership events documented on display boards.</p> <p>Extra-curricular achievements made by past and present students are celebrated and displayed in school.</p> <p>Staff CPD focus on ensuring staff are up-skilled in areas of the PE curriculum in which they feel least confident.</p> <p>Observations by an independent consultant took place in the spring term to moderate judgements and ensure that up-skilling has taken place.</p>	<ol style="list-style-type: none"> 1. Identify School Sports Partnership interventions and support to target whole school issues e.g. training of PALs and Midday Assistants to improve behavior at lunchtimes. 2. Book 1 x termly staff CPD PE specific sessions through the School Sports Partnership based on internal staff needs and analysis in order to raise the profile of PE across all staff. 3. Attendance at PE Lead meetings and share outcomes across whole school. 4. A structured plan of staff training across the whole school to maximise CPD 	<p>Points 1-6 are all funded through School Sports Partnership Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p> <p>See detailed proposed forecast in separate document for costs of each individual event.</p>	<ol style="list-style-type: none"> 1. Whole School Development Plan and reference to the contribution of PE. Tracking of number of incidents recorded at lunchtimes. 2. Attendance and engagement of staff at sessions, surveys of engagement. Tracking systems of use of new skills. 3. Registers and staff attendance. 4. Annual tracking of staff attending CPD mapped against whole school 	<ol style="list-style-type: none"> 1. Tracking of interventions against the school priority of making lunchtimes more structured with play activities and reduce incidents of inappropriate behavior. Use of evidence to improve future plans and training needs. 2. Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements. E.g. greater engagement of girls in PE lessons following tennis staff CPD. 3. Regular PE feedback slot at staff meetings to share knowledge. 4. Sharing across all staff and informing schemes of work across a range

	opportunities.		priorities.	of subjects.
	<p>5. Engage with team teaching opportunities through School Sports Partnership projects, PALs, Flying Start and Fit4Action for teaching and support staff.</p> <p>6. Engagement of more staff in preparation of festivals and attendance at cross curricular CPD to ensure PE is impacting across all elements of school life.</p>		<p>5. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants</p> <p>6. An annual plan of involvement in festivals. The aim is to engage and raise profile across all staff.</p>	<p>5. Follow up activities to projects led by in – house staff and records of future engagement.</p> <p>6. Develop an ethos of shared responsibility across PE based activities.</p>

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>SCHOOL SPORTS PARTNERSHIP 'BASIC MEMBERSHIP MODEL</p> <p>All strands contribute to this area (see attached) High Quality PE is most prominent.</p> <p>To impact on all pupils and staff in Key Stage 1 and 2.</p>	<ol style="list-style-type: none"> 1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff. 2. Deliver staff CPD sessions based on staff audit of needs. Track impact. 3. Ensure all opportunities to team teach with SSP specialist staff are taken across all projects and interventions for both teaching and support staff. 4. Attendance at School Sports Partnership PE Lead meetings to gain knowledge to disseminate to all staff. 	<p>Points 1-6 are all funded through School Sports Partnership Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p> <p>See detailed proposed forecast in separate document for costs of each individual event.</p>	<ol style="list-style-type: none"> 1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery. 2. Details of staff audit, topics covered, dates and resources collected. 3. Staff records of project involvement. Staff records on follow up activities. Future interventions. 4. Records of meetings, notes and handouts. 	<ol style="list-style-type: none"> 1. A wide range of staff attending courses to ensure skills continue to develop. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations. 2. All staff have the opportunity to attend CPD sessions. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training. 3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school. 4. PE Lead has the opportunity to share within whole staff meetings.

	<p>5. Gathering and use of School Sports Partnership PE resources to support staff in school with the delivery of lessons.</p> <p>6. Wider use of School Sports Partnership infrastructure to network and share ideas.</p>		<p>5. Making use of the SSP resource bank to support schemes of work and lesson planning.</p> <p>6. Attend and utilise School Sports Partnership networking opportunities and sharing of ideas between schools.</p>	<p>5. Central whole school base for resources accessible to all in school.</p> <p>6. Allowing staff time to attend events and then share findings.</p>
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>Additional achievements:</p> <p>SCHOOL SPORTS PARTNERSHIP BASIC MEMBERSHIP MODEL</p> <p>All strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all pupils and staff in Key Stage 1 and 2.</p>	<p>1. Access to broad range of festivals, competitions and leagues. Preparing pupils for events. Pupils have been offered the opportunity to participate in a wider range of activities as part of the School Sports Partnership agreement. Many pupils who would otherwise not have been selected have taken part in festivals.</p> <p>2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games.</p>	<p>Points 1-8 are all funded through School Sports Partnership Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p> <p>See detailed proposed forecast in separate document for costs of each individual event.</p>	<p>1. Records of events entered, records of pupils and participation levels and percentages across school.</p> <p>2. Records of events and pupils selected – track pre and post levels of activity.</p>	<p>1. A plan to ensure all pupils have regular opportunities to prepare for events, attend festival and competitions and represent the school.</p> <p>2. Tracking of pupils' attendance and engagement in a broader range of extra-curricular sporting</p>

	<p>3. Use of PALs training and staff CPD for support staff to increase levels of activity and range of topics covered during break and lunchtimes.</p> <p>4. Engaging a range of pupils in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring pupils in school can access non-traditional sporting opportunities.</p> <p>5. Participate in Active Kids Festivals.</p> <p>6. Use of School Sports Partnership community club scheme to offer a wider range of extra-curricular clubs. E.g. Tennis, Fencing, Zumba, Yoga.</p>		<p>3. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of pupils active during break and lunchtime.</p> <p>4. Entry details in these events. Profile and details of pupils attending.</p> <p>5. As above.</p> <p>6. Completion of community club request sheet. Requests based on consulting pupils and records of need. Allocation and timetable of breakfast, lunchtime and after school clubs.</p>	<p>activities after participating in an event.</p> <p>3. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities.</p> <p>4. A school plan to allocate different opportunities to different year groups and target groups of pupils.</p> <p>5. Tracking of engagement in broader clubs and extra-curricular opportunities.</p> <p>6. Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a range of clubs.</p>
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	<p>7. Teachers and support staff to offer a range of extra-curricular clubs. E.g. Mountain Bike Club, Y6 Rounders Club, Netball Club.</p> <p>8. Select pupils to attend the School Sports Partnership Annual Leadership Conference for Year 2 and 5 in the summer term to help young people in our school be at the forefront of developing a broader offer.</p> <p>9. Ensure pupils from the school access the range of Gifted and Talented holiday camps – different pupils to be invited to access different sports and activities.</p>		<p>7. Dates and register of groups attending.</p> <p>8. Dates and pupil records of conference. Links to whole school priorities.</p> <p>9. Keep a record of letters, invited pupils and those who attended.</p>	<p>7. Tracking of engagement in broader range of clubs and extra-curricular opportunities.</p> <p>8. PALS Leaders to act as Ambassadors in school to advocate a greater engagement from their peers.</p> <p>9. Link selections to performance in PE, extra-curricular activities and School Sports Partnership events and ensure students are correctly identified by engaging staff in the process.</p>
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>SCHOOL SPORTS PARTNERSHIP BASIC MEMBERSHIP MODEL</p> <p>All strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all pupils and staff in Key Stage 1 and 2.</p>	<p>1. Involvement of a wide range of students in a broad offer of competitions.</p>	<p>Points 1-5 are all funded through School Sports Partnership Basic membership.</p> <p>Annual cost is</p>	<p>1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website.</p>	<p>1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis.</p>

	<p>2. Participation in School Sports Partnership football and netball leagues to increase regular competitive opportunities.</p> <p>3. Entry into Dance Festival</p> <p>4. Development of intra (in school) competitive opportunities.</p> <p>5. Ensuring pupils access gifted and talented holiday camps to support their development and pathway into community competitive sport and beyond.</p>	<p>divided equally across all 5 Key Objectives (£390)</p> <p>See detailed proposed forecast in separate document for costs of each individual event.</p>	<p>2. Records of fixtures, training and participants.</p> <p>3. List of pupils and programme from the event.</p> <p>4. Annual plan of intra-school competition to act as trials for inter-school competition.</p> <p>5. Records of pupils who attend gifted and talented holiday camps, School Sports Partnership links to local community clubs.</p>	<p>2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit.</p> <p>3. In school performance to engage and inspire future students.</p> <p>4. Build intra-school competition into whole school diary.</p> <p>5. Celebrate the success of these students.</p>
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