

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"> Continued provision of a minimum of 1 hour 30mins PE in KS1 and 2 hours in KS2. Introduction of 'The Daily Mile'. Further provision before, during and after school. Increased participation in competitive events. Closer links with Bishop Challoner and continued CPD. A shift in attitude towards the value of sport and fitness. Introduction of one-off 'fun' sports events chosen by pupils. 	<ul style="list-style-type: none"> Increase 5 of lessons taught solely by teaching staff in school. Increase staff meeting time devoted to PE planning, teaching and assessment. Achieve the School Games Mark.

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.	% 66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% 61%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 66%
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?	Yes/ No

children active at lunchtime. This will boost activity rates and engagement in sport and physical activity. Central Sports Coaching staff to engage pupils in physical activity during Breakfast Club and at lunchtime 3 times per week.		£927	Pupil survey of school life in Summer time shows that pupils are more positive about sport in the playground at lunchtime.	Use Sports Coach to train lunchtime staff to lead more physical activity at lunchtime.
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Key indicator 2: The profile of PE being raised across the school as a tool for whole school improvement	Percentage of total allocation: %
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School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Networking</p> <p>The school is part of a network of local schools who share any curriculum updates, share good practice and stay abreast of any updates in the national picture. This will enable to PE subject leader to disseminate key information to the rest of the staff.</p> <p>All pupils are taking part in a 'Daily Mile' highlighting not only the benefits of sport and physical activity for themselves but also how it can be used as a vehicle for positivity. Also, the day will develop encourage participation in activity before school with a group of parents already taking part regularly.</p>	<p>PE subject leader to review the current curriculum planning alongside our Central Sports Coaching staff member to ensure best possible provision.</p> <p>He will also conduct research into effective PE boards to use ideas to use in our school.</p> <p>Conduct an application process to find pupils who will make excellent sports leaders.</p> <p>Lead a staff meeting to disseminate key learning on assessment, differentiation and the curriculum.</p> <p>PE subject leader to talk to colleagues</p>	£0	<p>All staff aware of vision for PE.</p> <p>Curriculum map shared with staff and new staff briefed about expectations.</p> <p>PE subject leader is highly skilled and able to disseminate practice amongst staff.</p> <p>Create Sports Special events on website.</p> <p>Children develop a love for 'The Daily Mile' which they can bring into the playground.</p> <p>Allow children to create skipping</p>	<p>Develop skipping leaders who can host skipping sessions across the school for children to develop their skills.</p> <p>Develop 'Daily Mile' ambassadors who encourage pupils to participate before and during school.</p>

	about how to run a skipathon, sourcing ideas and purchasing enough skipping ropes for every child in school		areas in the school where they can practice stamina and skill.	
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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>Working in partnership with Bishop Challoner, ALL teaching staff at St. Jude's will be provided with a sustainable CPD journey through observing, team teaching and leading PE sessions with Bishop Challoner teachers. The impact will be regular (allotted) PE times and sessions, with high quality PE being taught across the entire year. Teachers will develop confidence, efficiency and subject knowledge allowing them to teach PE independently by the summer term (2019). This will have a positive impact in the teaching, regularity and quality of PE after our partnership ends.</p> <p>The subject leader will also use time to work with identified class teachers, completing a thorough professional development journey. Higher quality teaching in PE with result in high quality outcomes for progress and increased attainment.</p>	<p>Conduct a staff survey to identify confidence levels and subject knowledge of the staff. After completing a staff survey, conduct some monitoring of staff to help identify teachers who would benefit from more CPD across the breadth of the PE curriculum.</p>	<p>£4945</p> <p>£2502.50 (shared with KI and provision is inter-linked)</p>	<p>100% of staff who have worked with PE coach stated that they feel more confident planning for PE, differentiating activities in PE and assessing in PE. This leads to positive impact on children as lessons are more suitable and engaging. Assessment of PE evident through Excel spreadsheets annotated by both sports coach and school staff.</p>	<p>The long term aim is for school to move away from using CPD teaching, instead relying on staff expertise to ensure the quality of teaching remains high.</p> <p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>Staff will team teach across year groups allowing teachers to gain a wider knowledge of progression and the curriculum from EYFS to Year 6.</p> <p>Staff will share assessment data at the end of the year allowing other staff to plan accordingly for abilities.</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>Additional achievements:</p> <p>Extra-Curricular Activities Sports staff to after-school clubs designed to target a variety of year groups. Intended outcome is to boost participation in after-school clubs and to target identified groups to ensure they are physically active:</p> <p>Multi-skills (KS1) Handball (Y5/Y6) Dodegball (Y3/Y4)</p> <p>Y6 will attend Alton Castle. Alongside the faith journey, children will experience OAA activities over the course of 2-3 days. It will create an opportunity for our children to experience forms of activity which would be mostly unavailable to them in their normal setting.</p>	<p>Pupil survey to identify additional sports/ activities that the children would like to take part in.</p> <p>Conduct a staff survey to see who would be able/keen to support an afterschool clubs.</p> <p>Staff will attend with the children to develop and encourage all children to participate in OAA activities. Questionnaire on return will be given to children to assess their experience.</p>	<p>Staffing</p> <p>£365</p>	<p>Children are excited about taking part in PE – 85% of all children surveyed have positive view of PE and look forward to lessons. Teachers have reported that children are keen to do PE, getting changed quicker with a decrease in lost/forgotten kit instances.</p> <p>Multi-Skills Festival – 60 children Athletics Competition - 30 children Handball tournament – 8 children (overall winners) Kinball Event – 30 children Dance-a-thon – 27 children Tennis tournament – 12 children Malyimpics -8 children Whole school yoga sessions Whole school Daily Mile</p> <p>All pupils and parents have been enthusiastic about these events which have been well supported.</p> <p>Set up links with clubs outside of</p>	<p>Look at providing sports clubs 5 nights a week instead of 3.</p> <p>Attempt to compete in friendly football tournaments with local schools.</p> <p>Apply for tickets to attend a professional sporting event.</p> <p>Host a professional sports person in school for a number of sessions to inspire and motivate.</p> <p>Host a health and fitness day in the summer term with parents, looking at lifelong healthy eating and an active lifestyle.</p> <p>Children will have the lifelong ambition to play like a professional after watching them.</p>

			<p>school to develop wider opportunities for the children to participate.</p> <p>Evidence in the OAA curriculum area on the PE spectrum (Year 6).</p> <p>Assess children’s learning and development through problem solving games.</p> <p>Ask children to feedback to Playleaders who can magpie learnt games from these residentials.</p>	Offer children and parents other opportunities and routes to tickets for them to watch within the community.
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>Subscription to BCSSA.</p> <p>Being part of this network allows us to take part in a range of activities.</p> <p>Children have taken part in a variety of competitive events throughout the year and attended the School Games. The aim is to enable a greater proportion of children in school to take part in interschool competition.</p> <p>Please see above description.</p>	<p>Keep a close eye on upcoming competitions from both the local school sports partnership and from the BCSSA. Audit the children to see how many have taken part in competitive sport – identify any groups that are missing out and target these for competitions. Audit the children to see which competitions they would like to take part in and target those. PE subject leader to dedicate a proportion of release time organising competitions – letters. Risk assessments and travel.</p>	£927	<p>Children who have taken part in inter-school competition: included above in KI 3.</p> <p>Whole school impact: More children are being assessed at mastery or Greater Depth in their PE assessments as compared to 2017/2018.</p> <p>Improvement in gymnastics and dance outcomes in KS2.</p> <p>Children throughout school asking about competitions – enthusiasm to take part.</p>	<p>Identify target groups through pupil audit who are missing out on competitive sport and find competitions we can send them to.</p> <p>Keep abreast of any upcoming competitions and encourage staff to participate.</p> <p>Identify member of staff who could lead intra-school competition in specific sports.</p>