



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



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:
<p>KI 1 & 4 SSP (School Sport Partnership) Children have learned to work in small teams and this is followed into class to support group work and supported their growth mindset. Year five children can talk about living a healthy lifestyle and making healthy choices with regards to food and exercise. The children are very active during lunch times, play times, and ask for equipment to play with such as hoops and skipping ropes. Sports Ambassadors and mini-leaders lead activities and organize for whole school. Also employed a play Leader for lunchtimes. Wicked Wednesday Workout is led by our AVSSP Sports Rep. Y6 gained certificates for road safety awareness on a bike. All children learned to ride a bike or became competent on the road and can ride safely. 90% children in year 6 came to school on their bikes. Huge success in a variety of sports including football, netball and basketball regional finals. Forest Schools Training Children learned and are still learning and enjoying how to appreciate the outdoor environment. They use their fine and gross motor skills by making objects through a range of activities and by learning how to tie and use natural materials to combine objects together. They developed their gross motor skills by climbing and pulling themselves along natural objects as well as den building.</p> <p>KI 3 & 4 AVSSP Basketball/Netball Children entered various competitions. Children developed their team skills as well as passing accurately and catching. Staff are able to deliver sessions using skills learned from professional coaches and this has improved the teaching of PE. Professional Sports Coaching Through outside coaching children experienced a wide variety of new sports and improve their fitness. Class teachers were mentored to increase confidence in delivering new skills and being able to maintain pupils increased enthusiasm for PE. These activities are incorporated into playtimes and lunchtimes eg table tennis, badminton, tennis etc</p>	<p>KI 1 Trim Trail Children will develop their gross motor skills and develop core stability as the trim trail has areas that require core body strength in order to pull the body upwards. This will further develop their handwriting as their posture will be more secure.</p> <p>KI 1 & 2 & 4 Line markings current line markings are very faded and no longer used. Have requested new line markings for courts to accommodate a range of games to enhance outdoor active learning across the curriculum.</p> <p>KI 1 Daily Km challenge will ensure all children have fresh air and are active daily to support their concentration when back in class. Single lane running track will be painted onto playground.</p> <p>KI 1 & 2 Forest school - continue with forest school sessions to engage children in outdoor learning. Staff to be developed further where necessary by FS Leader.</p> <p>KI 1 Active learning https://www.youtube.com/watch?v=TPDywoQdRX4&t=3s incorporate active learning into the day (needs playground markings for true impact.) At least one active learning session a day to compliment writing.</p> <p>KI 1 Monkey bars/climbing for core stability Remove current dilapidated Trim Trail and replace with monkey bars to encourage climbing and develop core strength daily and not just forest schools. Impact in handwriting and sitting</p>

<p>KI 5</p> <p>AVSSP Children involved in sport within the local community and share the Christian values within football rules. Through on-going training children developed skills and formed an effective team. They learned in a supportive team to understand about winning and losing in competitions.</p>	<p>appropriately should be seen.</p> <p>KI 5</p> <p>Participation in competitive sports School have been entered for a variety of competitive sports throughout the year – 27 competitions in all.</p>
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	89%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	89%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	89%
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

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: £17,304	Date Updated: 21 November 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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Trim Trail Children will develop their gross motor skills and develop core stability as the trim trail has areas that require core body strength in order to pull the body upwards. This will further develop their handwriting, as their posture will be more secure.	Purchase the Trim Trail and have it installed. Investigate grant towards cost from PTFA.	£6,000 - £8,000 depending upon amount of PTFA grant.	PTFA contributed £3000 towards the project. Trim Trail is always being used throughout the day, rota implemented for individual classes to use to ease congestion. Children's handwriting is a focus on the SDP; handwriting is improving but difficult to measure if it is from active use of the Trim Trail rather than being taught by teacher etc. Need to encourage more PE type activities that incorporate the Trim Trail. Discuss with AVSSP Coach for ideas.	Some PE sessions to use focused areas of Trim Trail for a particular outcome. After school Trim Trail games club.
Line markings current line markings are very faded and no longer used. Have requested new line markings for courts to accommodate a range of games to enhance outdoor active learning across the curriculum.	Contact 3 companies for quotes Staff and pupil questionnaire All staff to model activities around new markings and engage in active learning with the children at play times, lunch times as well as teaching times	£633	Huge success. Line markings have helped to improve the quality and quantity of activities being provided in that there are discrete zones now. More rotational games are taking place.	Continue to have zoned games/activities and rotational PE lessons.

Daily Km challenge will ensure all children have fresh air and are active daily to support their concentration when back in class. Single lane running track will be painted onto playground.	Contact 3 companies for quotes All staff to model the track and different ways to move on the path. Increase the activity levels of all children daily	Part of above markings quote.	Children have been given the opportunity to take part during lunchtime. Very popular initially, some children decided not to continue and would rather have their own time. Data was recorded and winning house teams were awarded Dojos. Play Leaders have adapted this and now do a run around Charles Hill a few times during each term. Classes use the running track during PE lessons for competition/warming up and cooling down exercises.	Instigate new ways of encouraging children to take part in running activities/daily run. Cross Country club to start – use Charles Hill (3 or 4 times per half term as part of PE lesson). Need additional adult/s to support with child ratios.
Active learning https://www.youtube.com/watch?v=TPDywoQdRX4&t=3s incorporate active learning into the day (needs playground markings completing for true impact.) At least one active learning session a day to compliment.	As above	As above	Children are provided with opportunities to be active throughout the school day (Breakfast Club, before first lesson starts, break time, dinnertime, various after school clubs). Some classes have used active lessons but not consistent. Need to implement fully across all classes.	Staff to implement one lesson per week where it involves being active (not including PE lesson). Maths/English/Topic etc?
Monkey bars/climbing for core stability Remove current dilapidated Trim Trail and replace with monkey bars to encourage climbing and develop core strength daily and not just forest schools. Impact in handwriting and sitting appropriately should be seen.	See Trim Trail.	As above	PTFA contributed £3000 towards the project. Trim Trail is always being used throughout the day, rota implemented for individual classes to use to ease congestion. Children's handwriting is a focus on the SDP; handwriting is improving but difficult to measure if it is from active use of	Can this be used during a lesson? Linked to active learning? Use for problem solving activities? Can Trim Trail be developed further with new pieces added in the future (funding dependent).

			the Trim Trail rather than being taught by teacher etc. Need to encourage more PE type activities that incorporate the Trim Trail. Discuss with AVSSP Coach for ideas.	
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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:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Line markings current line markings are very faded and no longer used. Have requested new line markings for courts to accommodate a range of games to enhance outdoor active learning across the curriculum.	See K1 for details	As above	Huge success. Line markings have helped to improve the quality and quantity of activities being provided in that there are discrete zones now. More rotational games are taking place.	Continue to have zoned games/activities and rotational PE lessons.
Celebration of achievements outside and inside school Celebrate a child per class each week for sporting/physical achievements with a certificate to improve children's confidence.	Achievements celebrated in assembly weekly Purchase sporting certificates and rosette style stickers Achievements section on newsletter	£50	Not yet started – this needs to be introduced. Staff to be made aware and reminded during staff meetings.	Implement first and review.

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:
PE leader to support staff in the implementation of PE and developing staff skills and confidence.	Identify areas and skills to develop for the PE leader Identify courses suitable on S4S Attend cluster meetings Attend SSP meetings/briefings and feedback	£750	Meetings and AVSSP briefings have been attended by the Play Leaders as part of their CPD. Fed back to staff on new initiatives and ideas to develop PE further.	Continue to forge links with AVSSP and attend meetings/CPD for new initiatives.
Professional Coaches to support teacher/TA knowledge and skills PE coaching weekly Fundamentals KS1 (part of AVSSP package) Staff participate in the teaching with coach in order to be able to teach the skills themselves 5/60 Health Bike ability <ul style="list-style-type: none"> Children will learn to work in small teams and this will be followed into class to support group work and support their growth mindset. Year five children will talk about living a healthy lifestyle and making healthy choices with regards to food and exercise. The children are very active during lunch times and play times and ask for equipment to play with such as hoops and skipping ropes. (Sports Ambassadors and Wicked Wednesday Workout) Y6 will gain certificates for road 	Affiliate to the AVSSP AVSSP Sports Coach	£800 £5,700	AVSSP Coach continues to deliver high quality PE lessons across all age ranges and provides after school club on Wednesday. Biekability continues to be a success with the Y6 children; most are competent after two days of instruction. Sports Ambassadors do a brilliant job every lunchtime and are supported by the Play Leaders.	Continue with high quality AVSSP coach. Staff to use some PPA time to observe to develop own knowledge and skills.

safety awareness on a bike. All children will learn to ride a bike or become competent on the road and can ride safely.

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:
Line markings current line markings are very faded and no longer used. Have requested new line markings for courts to accommodate a range of games to enhance outdoor active learning across the curriculum.	See above (K1)	See above	Huge success. Line markings have helped to improve the quality and quantity of activities being provided in that there are discrete zones now. More rotational games are taking place.	Continue to have zoned games/activities and rotational PE lessons.
Offer a wide range of activities within the curriculum and outside to get more pupils involved. Focus on children who do not involve themselves in physical activity as much as others.	Pupil questionnaires through the school council	None at present	Ongoing – need to get school council to regularly ask own classes for ideas (poss once per term).	Pass on to school council rep to implement.
Employment of Play Leader	Help to create a more active and vibrant lunchtime. Develop children's skills and prepare for competitions.	£2,750	Play Leaders provided a rich and varied active lunchtime. Children's skills are developed and all children are encouraged to join in.	Play Leaders to continue providing vibrant activities. Review school funding for sustainability. Monitor provision and ask for weekly planning/ideas to measure variety over the course of the term.

Sports Equipment for Lunchtimes	Replace and restock equipment. Lack of sports equipment hampers diversity of activities. Development of PE lessons and enriched lunch time activities for children.	£610	Equipment has been purchased and is being used throughout the week. Sports Ambassadors have a weekly rota to ensure a diverse range of activities are being provided for the children.	Play Leaders to carry out an audit of equipment. Check for serviceability and levels of stock. Provide 'wish list' for future equipment with costings.
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:
Daily Dance Club children to take part in Dance during lunchtime. Engage boys as well as girls	Enroll club into competitions Teacher and Sports Ambassadors to take lead. Purchase speakers for playground.	£80	Speaker has been purchased. Dance activities during lunchtime took place during the warmer months. Needs a push again with new Y6 children to organize.	Develop a Y6 'Dance Leader' to organise.
Football club children to take part in cluster competitions. Engage girls as well as boys.	Identify competitions in the wider football community. Cross Schools competitions (foster links). Continue with Friday Football Club.	£0 at present	Football club runs two lunch times per week. Very successful, Won William Gregg Winter League and which led to qualification for County Finals. Girls also playing more football, coached by Play Leader and entering more competitions.	Identify next crop of children who wish to play and develop their football skills. Continue to enter competitions.
Additional competitive sports to be identified by pupils to engage as many children as possible.	School council questionnaire	£0 at present	Plenty of sporting activities entered through AVSSP membership. Lots of children given access to enter the teams (same children are not always chosen).	Staff and Play Leaders to continue to support entry to AVSSP competitions. Provide opportunities for all children.

