



# 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  
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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"><li>• Active play across the key stage using the play boat</li><li>• A wider variety of playtime equipment</li><li>• Growing confidence of staff when structuring Games lessons</li><li>• Teachers have gained subject knowledge through paired teaching with Sports Coach</li><li>• Children showing increased skills and confidence</li><li>• Continuing to develop girls' engagement in Games</li><li>• Children comment on enjoyment of PE</li></ul>	

## 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, 200	Date Updated: 17.7.18	
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				
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer quality PE lessons which include a wide range of activities and build active learning into other areas of the curriculum to improve fitness, skills and behaviour: <ul style="list-style-type: none"><li>• Use of external sports coaches to develop and lead Games lessons</li><li>• 1:1 physical intervention as appropriate to build skills and confidence in individual children</li><li>• External lunchtime club focusing on those who are less active by choice</li><li>• Maths of the Day</li><li>• Active Maths Intervention</li></ul>	Employ sports coach to improve standards and build skills	£4306	All children are focused and active in PE. They talk about the activities and games they have undertaken and enjoy the sessions	1. To continue to build physical activity across the curriculum 2. To provide structured physical activity breaks for those children needing “movement breaks” between their learning
	To work with identified children individually or in small groups on particular skills	£1332	Half termly programme with confidence and skills improving in each child which can then be seen during PE lessons	
	Opportunities to work with coach playing small group PE activities eg football, basketball, skipping	£2522	Small group activities have encouraged some Year 1 children and “less confident” children to take part in activities	
	To provide outside activity linked to specific learning outcome in Maths	£395	Over 60% children in Year 1 choose to take part in these activities	
	To encourage engagement in areas of Maths (eg counting), developing	Delegated funding	The children involved have enjoyed the activities and as a	

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(Year 2)	Maths skills and understanding through being active		<p>result have made progress in their Maths</p> <p><b>Wider Impact As a Result:</b></p> <ul style="list-style-type: none"> <li>• Children are more active in PE lessons</li> <li>• They are moving more confidently and with control in a range of increasingly challenging activities</li> <li>• They are showing a growing competence when using skills to extend balance, agility and coordination</li> <li>• Using energy by being active has a positive impact on behavior in the classroom</li> </ul>	
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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**

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 build an awareness of the need for a healthy lifestyle and physical fitness across the whole school community:</p> <ul style="list-style-type: none"> <li>• Termly assembly to celebrate success in PE activities</li> <li>• Walking with genius</li> <li>• High quality performances by children in events (dances in</li> </ul>	<p>Notable achievements in lessons celebrated (both skills and participation)</p> <p>Identify local role models (ex pupils, local personalities, parents) and invite into school to “show”. Taster sessions for extra-curricular clubs</p> <p>Different classes to perform dances choreographed and led by PE lead</p>	<p>See section 1</p> <p>£214</p>	<p>Children are keen to celebrate each other’s success and this has resulted in everyone being motivated</p> <p>The majority of children in Year 2 are keen to participate in</p>	<p>1. To continue to build a Walking with Genius programme to inspire all children</p>



<p>Christmas Play, summer fete etc)</p> <ul style="list-style-type: none"> <li>PE displays</li> <li>To talk with children and monitor standards</li> </ul>	<p>and TA</p> <p>Children to photograph lessons, build up displays for whole school and parents to highlight skills</p> <p>Release time for PE lead to observe lessons, complete children's questionnaires and monitor standards</p>	<p>£214 (proportion of 1 day release see section 5)</p>	<p>dancing and this has had a marked impact on confidence with quieter children happily performing to audiences</p> <p>This has had a strong impact on children's cooperative skills in Year 2 as they are now commenting on their own performance and positively on that of others</p> <p>Assessment overview grids show progress and standards are achieved. As children move from Year 1 the results are higher in Year 2, relating to the impact of the PE funding beginning in Year 1.</p> <p>Across the keystage, over 90% have achieved the expected standard (mid year) in physical and cooperation skills and 89% can apply those skills to the expected standard</p> <p><b>Wider Impact As a Result:</b></p> <ul style="list-style-type: none"> <li><b>Children are very proud to be involved in assemblies and displays</b></li> <li><b>Increased self-esteem/confidence is having an impact on building positive learning behaviours</b></li> <li><b>Results added following children's questionnaires</b></li> </ul>	
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			<ol style="list-style-type: none"> <li>1. <b>73% of KS1 children involved in external sporting clubs/activities</b></li> <li>2. <b>Number of KS1 children involved in after school clubs: 31 during summer term</b></li> <li>3. <b>Children's comments on "Why should we be active?"</b> <ul style="list-style-type: none"> <li>- <b>Because it gets your heart pumping blood quickly around your body</b></li> <li>- <b>It keeps our muscles strong</b></li> <li>- <b>It keeps us healthy and fit</b></li> <li>- <b>We can discover new activities</b></li> </ul> </li> </ol>	
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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 <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To improve participation, competency, progress and achievement of pupils by:</p> <ul style="list-style-type: none"> <li>Staff working alongside specialist coaches during Games lessons to upskill and build confidence in teaching a wider range of skills and structuring a lesson (warm up, building skills, applying skills)</li> <li>Working alongside Forestry School leader to encourage and build outdoor learning across the school (share with all teachers in staff meetings and with TAs)</li> <li>Lunchtime supervisor attending Positive Play training and to cascade to other lunch staff</li> </ul>	<p>Year 1 and Year 2 staff to shadow, observe, support in PE lessons</p> <p>Identify a staff member to contact and arrange series of visits by external provider. Feedback to other staff members during staff and TA meetings</p> <p>Following course, supervisor advises and delegates play leader roles to specific members of the lunch team, ensuring that appropriate equipment is available</p>	<p>See section 1</p> <p>To be confirmed</p> <p>£154</p>	<p>Deeper understanding of subject knowledge and structuring of PE lessons</p> <p>Increased confidence amongst all teaching staff when taking PE lessons</p> <p>Staff becoming more confident when leading discussions, sharing ideas and providing training</p> <p>Staff have enjoyed working alongside specialist coaches</p> <p><b>Wider Impact As a Result:</b></p> <ul style="list-style-type: none"> <li><b>Physical skills, application and cooperation are strong with generally over 90% achieving the expected standard (see Wider Impact in Key Indicator 2 for more details)</b></li> </ul>	<p>1. Staff to build best practice demonstrated in Games lessons by specialist coaches to Gym and Dance lessons</p>

			<ul style="list-style-type: none"> <li>Most children seem to enjoy PE and Sport, are keen to take part and show a desire to learn and improve</li> </ul>	
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**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:
<p>Additional achievements: Continue to offer a wider range of activities both within the curriculum and extracurricular:</p> <ul style="list-style-type: none"> <li>Specialist sports coaches to work alongside class teachers to develop activities and games in PE lessons which encourage participation</li> <li>Extracurricular sports club run by external coaches</li> <li>Staff training and discussion at staff meetings (amongst teachers, lunch staff and TAs) to share ideas, experience and expertise to improve provision for all children</li> <li>Special “active” events for Year 2 children to broaden their understanding and participation. These have included a variety of events</li> </ul>	<p>Teachers to experience wide range of activities, children gain extra support, extend the more able and develop skills by increased ratio of adults to children</p> <p>Peer led involvement in variety of activities</p> <p>Developing staff involvement across the school</p> <p>Build awareness of need for physical fitness and healthy life style through range of activities beyond PE lessons</p>	<p>See section 1</p> <p>£155</p>	<p>Staff generally implementing ideas for active learning in other curriculum areas</p> <p>Strong take up of football club in KS1 but with only 17% girls. After investigating the possibility, a Dance Club will begin in September 2018.</p> <p>Staff are keen to work together and share good practice</p>	<ol style="list-style-type: none"> <li>Staff to continue to share best practice.</li> <li>Build range of activities available at lunchtime to focus on least active children</li> </ol>



<p>such as bike day, adventure day, Forest School</p> <ul style="list-style-type: none"> <li>Support the children's engagement in a wide variety of activities by ensuring the appropriate equipment is available</li> <li>Provide an astro-turf area within the main playground</li> </ul>	<p>Continue to replace as necessary and find new, high quality equipment to support wide range of activities</p> <p>To enable children to be active and take part in sporting activities more consistently (not weather dependent)</p>	<p>To be confirmed</p> <p>To be confirmed</p>	<p>Replacement playtime equipment has ensured children are very active with skippets, skipping ropes and football being very popular. These are used alongside the activity boat with many children choosing these games</p> <p><b>Wider Impact As a Result:</b></p> <ul style="list-style-type: none"> <li><b>Children's comments/results to be added following the questionnaire regarding enjoyment and involvement in PE and Sport</b> <ul style="list-style-type: none"> <li><b>I love running because I can feel the wind in my hair</b></li> <li><b>We get to use lots of different equipment</b></li> <li><b>I like learning how to do new movements</b></li> <li><b>I like cheering for other teams and being a good</b></li> </ul> </li> </ul>	
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			<b>sport</b> <ul style="list-style-type: none"> <li>- I like bouncing a ball on a bat</li> <li>- Gymnastics is fun</li> <li>• Children play well together at playtimes with the majority of games being very active</li> </ul>	
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**Key indicator 5: Increased participation in competitive sport**

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase participation and begin to build awareness of team cooperation and tactics</p> <ul style="list-style-type: none"> <li>• To build competitive games into PE lessons</li> </ul>	<p>Structure lessons with warm up, skills building activities and activities involving the application of those skills</p>	<p>See section 1</p>	<p>Children are taking part in cooperative and competitive games as a part of PE games lessons. Over 90% children are demonstrating skills which show positive teamwork</p>	<p>1. Aim to increase the number of competitive activities for the children eg refereed football, basketball at playtimes and lunchtimes</p>
<ul style="list-style-type: none"> <li>• To revisit Sports Day activities to ensure competitive element</li> </ul>	<p>Subject leader to discuss with staff and external coaches the activities undertaken. Revise if necessary to ensure active participation, show progress and allow competition</p>	<p>Proportion of 1 day release (alongside monitoring see section 2)</p>	<p>To discuss Summer 2018: The staff review of our Sports Day 2018, it was agreed by the staff that the event shows progression in skills and involves appropriate competitive elements for infant aged children. Very positive feedback from Sports Coach. The children were very positive, one commented "I like sports day because our adults can see what we've learned."</p>	
<ul style="list-style-type: none"> <li>• Explore links with other schools</li> </ul>	<p>Subject leader to discuss possible links with Junior School involving</p>	<p>Proportion of 1 day release</p>	<p>To look at in September 2018</p>	

	buddying Year 2 children with older and playing games with mixed teams	(alongside monitoring see section 2)	<b>Wider Impact As a Result:</b>	
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