



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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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](#).



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?	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	15%
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

*Schools may wish to provide this information in April, just before the publication deadline.

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: £ 19,560	Date Updated:	
Key indicator : The engagement of <u>all</u> pupils in regular physical activity				Percentage of total allocation: 90 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To enable all children to access Forest schools which builds children's self-esteem, confidence, independence and well-being through the exploration of, and experiences in the natural world.	Forest school teacher to work with all pupils across the school. Forest school. Purchase of wet weather clothing	17,500	Improved team building. Pupils active in outdoors beyond 2 hours P.E time. Increased engagement and enthusiasm for learning (shown in pupil voice)	To continue through 2019-20 and raise focus for vulnerable children in regards to attendance.
To provide additional outdoor activities for identified groups of pupils who may not be able to fully access traditional PE lessons.	Nurture groups to be identified by mentor team and to have weekly Forest school sessions.		Pupils who were disengaged in PE, enjoyed games. Pupils more cooperative confident and showed improved contributions. Improved self esteem and independence Additional sheets from leader demonstrate further impact.	

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:
<p>To enable children to improve their understanding of healthy lifestyle.</p> <p>Specialist PE teachers or qualified sports coaches to work alongside primary teachers when teaching PE</p>	<p>Jazz Crawford (GB athlete) to deliver 8 PE lessons over the course of the academic year with the aim of:</p> <ul style="list-style-type: none"> Teachers watching high quality PE sessions being taught. To raise engagement of children in sport. Raising children's aspirations. Aspiring children to achieve. Educating children as to possibilities for them in the future and being a role model for them. <p>Jazz Crawford (GB athlete) to work with a group of children 4x over the course of the year with the aim of:</p> <ul style="list-style-type: none"> Raising children's career aspirations. Becoming a role model for the children that she is working with. Increasing levels of self-esteem. 	<p>£600</p> <p>£150 x 4 mornings</p>	<p>Children improve their subject knowledge and understanding of healthy lifestyle</p> <p>Jazz attended for the four mornings that were agreed; she taught Pe sessions to 8 classes across the school in that time. Staff feedback suggested that the children relished the opportunity to learn from a high- level athlete and were fully engaged in the sessions that Jazz delivered.</p> <p>Staff reported that they had picked up a few tips that they could use in their own PE lessons moving forward.</p> <p>Jazz worked with the same group of children on 3 separate occasions (Year 4). She spent time talking to them about their aspirations and how they may achieve them; she set them tasks to do for her next visit. The children felt that this had a positive impact and that they were very comfortable discussing aspirations and thoughts with Jazz and that they felt more confident as a result.</p>	<p>Next steps: To continue to work with Jazz Crawford over the course of 2019-2020.</p>

				%
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:
Increase pupils' experiences of a range of sports.	Year 6 to receive Yoga once a week in small groups. With aim of: Increased flexibility	£1,000	<p>All year 6 pupils have had the opportunity to participate in Yoga sessions.</p> <p>Pupil voice shows high levels of engagement and enthusiasm for learning.</p> <p>Feedback from Yoga bugs shows pupils have been Increasing muscle strength and tone. Improved respiration, energy and vitality. Maintaining a balanced metabolism. Improved athletic performance.</p> <p>Observations of yoga classes show pupils using mindfulness and calming techniques to support SATS stress management.</p>	