



# 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 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](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 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"> <li>Investment in providing staff training has enabled the school to upskill members of staff to be able to teach a range of sports.</li> <li>Confidence of staff members increased over a number of years in a range of sports through the support from the Sports Partnership</li> <li>Each class receives two PE lessons a week so therefore each child is receiving at least 2 hours of physical activity over the course of the week</li> <li>During 2017/18 more sports teams were entered into local competitions and kit was bought for the football and netball teams.</li> <li>The Silver Games Mark was awarded to the school during 2017</li> <li>We have a range of after school clubs on offer linked to PE e.g. cricket, football, tennis, gymnastics, karate, fencing</li> <li>Staff have been aware of the importance of PE and have ensured PE lessons are always timetabled and have taken on board advice from the Sports Partnership</li> </ul>	<ul style="list-style-type: none"> <li>Due to a number of staff leaving Slade in July 2018, we need to continue to provide staff training in PE for the new members of staff to ensure all lessons are taught to a good standard</li> <li>To increase staff confidence and subject knowledge in PE, Professional Development Meetings to be led by the Sports Partnership.</li> <li>Identify additional opportunities during the school day and week to increase the amount of physical activity each child is receiving. E.g. lunchtime clubs, Daily Mile, Couch to 5K, Maths of the Day.</li> <li>Increase the amount and range of sports teams to allow there to be an increase in participation in competitive sport.</li> <li>Identify opportunities to provide a broader experience of a range of sports and activities offered to all pupils.</li> <li>All staff to know and understand how the Sports Premium is going to be used in order to lead to whole-school improvement</li> <li>Curriculum Team for Maths and PE to be involved in developing whole school improvement for PE</li> <li>To identify groups of children that attend the after school clubs in PE and whether vulnerable groups are equally represented.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	97%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <del>No</del>

## 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: £19,160	Date Updated: July 2019	
<b>Key indicator 1:</b> 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 <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE leader has identified that attendance at school swimming lessons is not high enough (average 24/30 pupils attending each week).  PE leader has identified that attainment in swimming is currently not tracked in KS2.	Swimming certificates and badges to be subsidised by the Sports Premium in order to engage more pupils with swimming and raise attainment.  Look into Swim England. Have spare swimming kit available for those that have not brought in their kit.	£50	Good level of Year 6 able to swim 25m. Higher level of competition at swimming gala.	Monitor numbers of swimmers attending each week. Make more use of Swim England (Get advice from organisation, possible link with current parent). Leading to discussion with Swimming Lesson Provider about delivery of what is needed. More spare swimming kits to be purchased. Improve record keeping.
Not all pupils by the end of KS2 achieve the national requirements for Swimming.	Sports Premium to be used to provide additional swimming provision targeted to pupils who have not met the swimming requirements of the NC.	TBC	Pupils who have used additional swimming provision are now able to swim 25m and one pupil took part in the local inter-school swimming gala.	Use funding again next year to attain 100%. Improve record keeping.

Increasing the amount of physical activity available to all pupils through the school day and week.	Running lunchtime club to be run weekly by the Sports Partnership.  Two terms of 'This Girl Can' lunchtime club to increase participation from identified girls in the school.	Cost part of Partnership agreement for year	Year 5 and 6 girls felt more confident in PE lessons and enjoyed having time dedicated to themselves.	Take up the new equivalent of "This Girl Can" Highlight importance of physical activity to girls. Skip2bfit ropes to be bought to be used for both playtimes and PE lessons. Help children to set personal bests.
Daily Mile	Daily Mile introduced. All classes participate in the Daily Mile for a minimum of 3 Days a week. Special whole school assembly taken by Kent Sport Trust Daily Mile Coordinator.	No Cost	All classes taking part. Teachers inform PE Lead that pupils are improving all the time, enjoy the event and are more focussed in class after run.	Continue next year.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To apply for the Gold Sports Mark in order to demonstrate how sport is a focus across the school and to show improvements.	PE Leader to work alongside the Sports Partnership to identify what is required to achieve the Gold Sports Mark.	Cost part of Partnership agreement for year	Awaiting result of application.	Continue to build on base. Apply again next year.

To raise profile of PE throughout the school.	PE Lead to write PE Newsletter several times a year to raise profile of PE within school and build teachers' confidence regarding PE.	No Cost	All staff have commented on how it is good to be kept up to date with PE via the newsletters.	Keep profile of PE high using Newsletters again and keep staff informed.
Planning/Assessment	In partnership with local sports partnership PE Lead to create new Scheme of Work for school with corresponding lesson plans.	No Cost	Staff will have all they need in one place to deliver outstanding PE lessons.	This is only part way through. All lesson plans should be available by beginning of 2019-2020 academic year.
Individualised CPD for class teachers Including NQTs.	Since the sports premium has been introduced we have spent a portion of the money on providing teachers with individualised training in various sports to increase confidence in teaching and learning. Since this has started we have seen an increase in confidence and the quality of lessons delivered. Feedback from the partnership lesson observations have noted an increase in the confidence, quality and delivery of PE lessons for all teachers. We plan to repeat this process to ensure teachers are provided with individualised training over a	£5,470	Teacher confidence in teaching lessons increased. Knowledge of strategies for teaching different aspects of PE increased. Increased participation of teachers with external sporting events for children. Teachers also taking part in more inter-school teacher events eg staff rounders.	Keep profile high through sharing success. PE Lead to monitor/observe all teachers to identify strengths and improvements. Questionnaire completed by teachers. Teachers are able to use examples of team building, resilience and achieving personal bests to other lessons. Improve record keeping of events and participation.

	<p>period of 6 weeks to continue to improve the quality of teaching PE.</p> <p>100% of lessons to good or better</p> <p>Improved confidence in PE</p> <p>Areas of development identified in the Autumn Term to have been addressed by July 2019</p> <p>Improvement in % of children engaged within PE lessons</p>			
Provide PE Lead additional support.	<p>PE Lead new to role so needs additional training. Enable PE lead to lead PE confidently. Courses attended:</p> <p>PE leaders Course</p> <p>How to deliver whole school improvement via PE</p> <p>TWKSSP PE Conference</p> <p>Kent PE Conference</p>	£2,000	PE Lead has raised profile of PE, has entered more teams into more events than ever before, has introduced more training for staff and won Most Improved School from local Sports Partnership.	PE Lead to develop use of other members of curriculum team to assist in record keeping and other routine actions such as kit allocation, collection of children's consent forms for attending events
Daily Mile	<p>Daily Mile introduced. All classes participate in the Daily Mile for a minimum of 3 Days a week.</p> <p>Special whole school assembly taken by Kent Sport Trust Daily Mile Coordinator.</p>	No Cost	All classes taking part. Teachers inform PE Lead that pupils are improving all the time, enjoy the event and are more focussed in class after run.	Continue next year.
Maths of The Day	<p>Maths of the day combines physical activity with mathematical activities. It is linked to the National Curriculum for Maths for each Year group.</p>	TBC	Pupils enjoy the cross curricular element of the activities. Even those who do not always enjoy either maths or PE are fully engaged.	Continue next year.



Partnership to deliver whole school staff training sessions.	Based on inclusive PE incorporating children with a disability. Focus on adapting lessons to make PE more inclusive as we have attached Hearing Impaired Unit and a number Visually impaired children.	£150	Staff more confident in delivery and impact can be seen during lesson observations. Areas of development identified to have been addressed by July 2019.	Keep profile high through sharing success. PE Lead to monitor/observe all teachers to identify strengths and improvements. Questionnaire completed by teachers.
Staff Polo shirts	To raise the profile of PE and raise teacher confidence all teachers and TA's who support in PE to be supplied with a Slade PE Polo shirt. The shirt is also to be worn at sporting events and competitions by staff. Staff to model the importance of dressing correctly for sporting activity.	£400	Staff confidence improved and they feel they are setting a good example. Staff also enjoy wearing kit to staff events and when leading pupils at sporting events.	Buy new staff shirts as necessary. Look to expand kit to shorts or fleeces.
Couch to 5K	Staff to organize and participate in Year 5 pupils undertaking the Couch to 5K running programme.	£154	20 of 45 pupils in Year 5 completed the programme. All pupils who completed the programme were awarded with "I completed the couch to 5K at Slade" t-shirts.	Fabulous programme that showed some pupils participating that were not usually seen as sporty and showed true determination, resilience and strength of character to complete the programme. Run again next year.

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:
To ensure all members of staff from EYFS to Year 6 are confident and knowledgeable in delivering the PE NC in order for pupils to make good progress.	<p>Sports Partnership to team teach two teachers per term to raise confidence, knowledge, skills and assessment.</p> <p>Twilight PDM about how teachers can include all abilities in a PE lesson.</p> <p>Staff members have access to a range of CPD opportunities led by the Sports Partnership. PE Leader identified members of staff that should attend these.</p>	Cost part of Partnership agreement for year	<p>Staff more confident in delivery and impact can be seen during lesson observations.</p> <p>Areas of development identified to have been addressed by July 2019.</p>	Continue to develop different members of staff this way next year.
To ensure the correct equipment is available for the NC to enable all members of staff to feel confident in teaching PE	<p>PE Leader with Curriculum Team to complete audit of PE Equipment.</p> <p>PE Leader to place order of equipment and ensure all members of staff know what is available to them.</p> <p>Audit of PE equipment showed a lack of many resources. No equipment for teaching of new sports to the school e.g. Handball, basketball. Storage area too small to keep equipment safely and neatly – puts staff off using what equipment there is. Skip2bfit-equipment that can be used by</p>	£3,100	Staff are aware of what equipment we have and where it is stored. Staff more confident, as they are using better equipment which is easily accessible.	Monitor equipment needs and order as necessary.

	whole school at playtimes and lunchtimes as well as PE lessons. Trophy for whole school winner of Sports Day to go alongside KS1 winner's trophy and KS2 winner's trophy  Awarded new football kit from Premier League Kit giveaway.			
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Providing Year 6 pupils with the necessary skills to be able to stay safe on the road when cycling.	Bike Ability for all Year 6 pupils	TBC	All pupils passed. More confident and safer on bikes.	Repeat next year Consider introducing Balance-ability for EYFS. Scooter workshops booked for September 2019 for pupils in Years 1 – 3. This is provide the opportunity for pupils to learn how to be safe whilst on their scooter.
Opportunity to attend an international sporting event at Wembley Stadium.	Tickets to the England Women's FA Cup final football game at Wembley in May to be subsidised by the Sports Premium.	No Cost	Many pupils and staff took part in the event. Girls entered a 5-a-side football competition and won it.	Attend similar events next year to inspire pupils further.
PE Leader has identified a need for some of our most vulnerable pupils to have access to holiday clubs in the local area in order increase engagement and provide a wider range of sports to them that they might not offer.	PE Leader to make links with the local holiday clubs to identify what is on offer.  PE leader to liaise with the FLO and Pupil Premium Champion to identify children and families that	£250	School FLO has made contact with local holiday clubs throughout the year and has booked a total of 5 PP/vulnerable pupils onto weekly sessions. School FLO has also booked 3 pupils onto lessons at the local	Pupils have access to a wide range of sports during the holidays which they may not usually have access too. Pupils have the opportunity to meet other children and develop their social skills.

	would benefit from access to holiday clubs.		swimming pool during the summer holidays.	
Offering Dodgeball as Enrichment activity.	Dodgeball was one of the most popular choices for enrichment and was always oversubscribed. Both genders participated, mixed ages participated and some pupils who were not normally engaged in PE were engaged.	No Cost	Super response from pupils. The activity became very popular and motivated many children to improve as time went by.	Continue activity and purchase proper dodgeball equipment. Introduce handball with correct equipment.
Cheerleading	Cheerleading was taught in Year 5/6 as an enrichment activity and proved to be popular amongst the majority of the children. The aim of introducing cheerleading was to develop a new type of sport at Slade. To encourage and engage children who may not necessarily normally take part in team sports. To enter a Cheerleading Competition	£150	Pupils entered a local cheerleading competition and came runners up! Children were highly motivated and the younger children are already wanting to enter again next year.	Continue next year. This is an excellent activity that encourages lots of participation and the pupils love taking part in the competition.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				????%
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 increase the amount of competitions we have entered our children into which has meant that we have been able to provide this opportunity to more children across the school. Based on evidence and feedback from children, sporting competitions	Run 4 Life competition Girls 5-a-side Football Competition All-Star Girls Basketball Sportshall Athletics Year 3/4 Sportshall Athletics Year 5/6 Mixed Football Tournament Netball Tournament Partnership Games	No Cost	Parental involvement following the Run 4 Life competition has increased based on offer of support for future running clubs held at the school. 17 pupils participated in the Run 4 Life. 4/18 of the medals at the competition.	Continue to increase entry into events and celebrate successes in whole school assemblies to develop children's desire to compete and achieve their best.



improve teamwork, resilience and leadership skills. They give some children the opportunity to challenge themselves against others.	Cheerleading Entry to the Colour Dash for 30 pupils.		Girls won 5-a-side Football Competition.	
PE Leader has identified a need for more inter-school competitions across the collaboration in order to increase participation in competitive sport.	PE Leader to make connections with PE leaders in the collaboration schools.  PE Leaders in the collaboration to meet to plan how to set up the competitions between school and which sports.	No Cost	Managed to enter a local Netball competition.	Attending local fixtures meeting at start of 2019-2020 academic year to organise Netball and football tournaments for that academic Year.
Increase competition during PE Lessons.	PE lead has initiated incorporating competitions within PE lessons e.g. At end of unit of Hockey etc. have mini tournament within the PE lessons.	No Cost		