



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Commissioned by  
**Department for Education**

Created by



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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>Daily mile pilot within sports relief with a 98% whole school involvement.</p> <p>Whole school questionnaire deployed to gauge children's responses and opinions towards PE/Sport provision.</p> <p>PE support offered to Year 2 in respect to following the real PE scheme.</p> <p>Upgrade SLA support with the sports partnership to develop further events and support for the school moving into next academic year.</p>	<p>Investigating the wider range of sports to be offered either as a club initially with the intention to develop further into the competition calendar.</p> <p>Develop play leaders for the school in conjunction with the main school in the academy.</p> <p>Develop daily mile into school routines and have a phased in daily mile planned for the next academic year. Summer term will be spent looking at the capacity on the daily mile track and experimenting with the most efficient way to weave it into the school life.</p>

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?	72.4%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	72.4%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	<p>Yes/No</p> <p>Not as yet, but the intention is to support this aspect.</p>

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\*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.

<b>Academic Year:</b> 2017/18		<b>Total fund allocated:</b> £19820		<b>Date Updated:</b> April 2018	
<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: 8%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Daily Mile pilot in Sports Relief Week. 98% of the whole school (Balance were off ill during that time). This range from Nursery all the way through to Year 6.  This pilot leads to a daily mile integrated into the school.	Whole agreement with SLT and stakeholders. Children challenged and enthusiastic. Daily mile as a concept ready for academic year 18-19.	£1500 estimated	During the pilot children enjoyed the challenge and the cross curricular links to maths and geography. Children developed the mile walk into a run. Year 1 children increased pace cutting 10minutes off their original time. KS2 challenged each other to run additional miles.	Integration into the school life and then get parents to support this just before or after school.	
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation: 33%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> <li>□ Engage with our School Games Organiser (SGO)</li> <li>□ Engage more staff/parents/volunteers/young leaders</li> <li>□ Build contacts with local clubs to provide additional coaching</li> <li>□ To provide children in KS2 greater PE leadership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>□ The school will have taken part in a wide selection of festivals and Tournaments this academic year across KS1 and KS2.</li> <li>□ Access to additional coaches will ensure less confident teachers and NQT's will have the opportunity to observe Outstanding PE lessons within</li> </ul>	£6606 estimated	<p>Look at tracking attainment of children taking up additional sporting opportunities to verify links to sporting activity and attainment. This could be across the school.</p> <p>Look at data for the children who get selected for individual or multiple sporting opportunities .</p>	Pilot year and subject to termly evaluation. Support through Academy trust too.	

<p>☐ Coach employed to assist with the teams and attend competitions</p> <p>Investment in REAL PE scheme of work and REAL PE training for PE leaders and whole staff.</p> <p>☐ To provide an online structured scheme of work to support and develop the teaching for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that gives them the confidence and skills to deliver outstanding PE.</p> <p>☐ Organise REAL PE Southern England Director to come into school to deliver a whole school REAL PE inset.</p> <p>☐ Assessment of REAL PE reviewed.</p> <p>☐ Monitoring of attainment in PE</p> <p>☐ To develop a mentor and coaching programme for new staff to enhance confidence of Real PE.</p> <p>To invite athletes into school to share success stories and commitment to living a healthy lifestyle.</p> <p>☐ For children to gain a better understanding of the commitment needed to succeed.</p> <p>☐ For children to gain a better understanding of the different food groups and how to keep their bodies healthy.</p>	<p>their own setting and other local schools.</p> <p>☐ Paying for transport for fixtures and festivals.</p> <p>Development of staff confidence and ability to provide PE lesson that develop agility, balance and coordination and cooperative learning alongside challenge and extension for more able children in PE.</p> <p>☐ Staff confidence in challenge and extension of basic skills will have risen throughout the year and this will be evident in lesson observations.</p> <p>☐ Attendance at local training for the development of the REAL PE programme.</p> <p>☐ Time given to develop assessments and planning.</p> <p>☐ Sports in school will have a higher profile for children and parents of all year groups.</p> <p>☐ Children and parents will show a greater commitment to living a healthy lifestyle</p> <p>☐ Children will develop a greater understanding of personal health and well-being.</p>		<p>Look at real PE development and linking it to application within sporting opportunities in and out of school.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improved quality of children's physical education in Key Stage 1 to ensure they are competent and confident.	<ul style="list-style-type: none"> <li>- Whole staff professional learning to include teachers, teaching assistants and lunchtime supervisors in October professional development days.</li> <li>- PE subject leader to provide updates throughout the year in staff meetings.</li> <li>- PE subject leader to plan and undertake a series of lesson observations and/or team teaching with Key Stage 1 teachers to look at teaching, learning and assessment in physical education.</li> <li>- PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</li> <li>- PE subject leader and Key Stage One teachers to discuss positive outcomes and what areas there are for development.</li> <li>- Professional development in subject leadership for PE subject leader.</li> <li>- Focus on supporting 2 TA's in growing their confidence to work with groups of learners.</li> </ul>	£1500 estimated	<ul style="list-style-type: none"> <li>Whole staff attended professional development days which resulted in increased confidence and improved teaching and learning (see lesson observation notes).</li> <li>- The focus of lessons are now child centred and as a result pupils are engaged and are keen to learn and improve.</li> <li>- As a result pupils made good or better progress both in lessons and over time (see teachers' planning and records).</li> <li>- At the end of Key Stage One 80% of pupils were established within the end of KS Attainment Target, 15% exceeded expectations, with only 5% emerging.</li> <li>- Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they really enjoyed PE.</li> <li>- Both TAs fully engaged in PE lessons working with children.</li> </ul>	<ul style="list-style-type: none"> <li>- PE subject Leader to support new staff in school with planning for delivery of physical education.</li> <li>- Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment.</li> <li>- PE subject Leader to identify any staff who need further support and to provide appropriate professional learning.</li> <li>- Further professional learning opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning.</li> <li>- PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.</li> <li>- PE Subject leader networks with colleagues at other schools to encourage</li> </ul>



<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 33%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Investing in a wider range of sporting opportunities including Archery, Golf and possibly fencing.  Taking children to premium sports events such as BMW Wentworth PGA in May to inspire children.  Develop more OAA opportunities either internally or in collaboration with external partners.	Opportunity to go to Wentworth has already been reserved for May 2018.  Developing relationships with additional sports providers to engage children in taking up a range of sports.  Develop opportunities and support with the academy trust.	Estimated at £6606 estimated	Inspiring children who do not engage in traditional sports. This provides an avenue to a wider range of opportunities.	Look at staff who have a specialized interest in activities such as Hockey and Lacrosse.  Look at parental engagement and specialisms and invite them to share skill sets.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 18%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Developing participation in school games, whether this is inter and intra opportunities within Bracknell Forest. We continue with the Bracknell Forest school games schedule and develop our participation rates each year.  We would aim to support those children who are recognized at county level to celebrate the wealth of skills within our schools.  We would develop working relationships with clubs and channel noticeable talent into club settings.	Develop a range of working relationships with local teams and clubs.  Children with special talents have been highlighted by the questionnaire that was recently completed (March 2018).  Develop support through the Academy trust.	£3567 estimated	Children who would be identified with specialist sports skills will be channeled towards developing their skills out of school.  An increase of children taking part in sport in the different year bands.	Continued Forest School games organizer and through the Academy trust.



Created by:  association for Physical Education  YOUTH SPORT TRUST

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