



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
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](#).



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 (2018/2019):	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All children have accessed Theralympics; fine and gross motor programme throughout the year. In the PE end of year report it was evident that the programme has influenced and improved children's skills in areas across the curriculum including writing. • All children are physically active for over 30 minutes every day. • Every class have received at least one professional sports coaching session throughout the year, including cricket, tennis, football and golf. • A member of staff attended the two day swimming course and will run swimming sessions throughout the school next week. • The Bishop Challoner sports coach has been used to team teach with members of staff, she has supported with PE planning and the confidence has improved amongst staff. • A move more intervention group was set up to run on Monday afternoons for the children identified as needing more support to progress. The feedback from class staff is positive and the children are now more active during PE lessons and at lunchtime. • Children throughout school have accessed and attended various school games competitions. • PE planning is progressive and has clear learning intentions. • Attendance and uptake of the physical activity club run at lunchtime. • We have gained awards & recognition in PE and School Sport: <ul style="list-style-type: none"> ○ School Games – Gold 2018/19 ○ Silver Quality Mark award from Youth Sport Trust ○ Birmingham and West Midlands PESSP award in the category of Upskilling Staff 	<ul style="list-style-type: none"> • Continue to embed the theralympics programme across school and ensure through learning walks that it is being recorded and used effectively. • Ensure that the Bishop Challoner coach is continued to be used effectively, improving staffs confidence, ensuring lessons are good to outstanding and that planning continues to be progressive. • Continuation of the move more intervention groups – set up a recording system to evidence progress with this. • Use the new A2E framework to ensure appropriate progression in PE • Embed the new PE curriculum and offer staff training and support around this. • Ensure that the Bishop Challoner CPD courses are attended by relevant class staff throughout the school. • Introduce the new playground rota for lunchtime staff to ensure maximization of the schools grounds and physical activity from pupils. • Embed the para sports across the school and ensure that pupils are accessing them, further to this enter competitions. • Develop a new cycle, scooter and walking path and ensure daily use through lunchtimes and interventions.

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?	4%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	4%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	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: 2019/20	Total fund allocated: £	Date Updated: 10.07.19	Percentage of total allocation:	
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 impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Introduction of lunchtime stations and activities ran by the lunchtime supervisors. This will give the children a variety of physical activities to choose from and it will ensure that they are physically active for the majority of their playtime. Continuation of class staff running sporting opportunities during lunchtime. Embed and continue the ‘moving Monday’ and ‘fitness Friday’ initiative. There are vast amounts of research around the positive impact of active learning. Introduction of the daily mile – all classes will access the outdoor track, they will be expected to use it to walk/run/jog the daily mile twice a week. 	<ul style="list-style-type: none"> Meet with relevant staff in school to plan and organize lunchtimes. Ensure that the resources are available for the staff to carry out their physical activities. PE monitoring including planning trawls ensuring teachers planning active learning PE presentation at the beginning to term, laying out expectations Install track Sign up to the relevant website and set up classes Offer training to staff Set time slots for it to be used 	£25,000	<ul style="list-style-type: none"> Pupil and staff voice and feedback Regular lunchtime informal observations Pupils being physically active for longer Potential decrease in challenging behaviours displayed at playtime PE planning Active learning Staff and pupil voice Learning Walks Pupils being encouraged to walk and be physically active Pupil voice Recording on the webiste 	

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:
<ul style="list-style-type: none"> • Whole school focus on para and inclusive sports. • Whole school focus on using the new track to its full potential – bikes, scooters, walking throughout the day. • Implementation of new DEP curriculum document to ensure expectations and profile of PE and physical activity is increased throughout school. 	<ul style="list-style-type: none"> • Staff training courses • Staff inset – ensure staff are confident in teaching • Invest in new equipment if needed • Install track • Ensure there is enough equipment • Bikeability training and resources for staff • Beginning of year staff inset • Data assessment • Lesson observations • Planning 		<ul style="list-style-type: none"> • Competition entries • Pupil and staff voice • Inclusive sports • Children learn new skills – independence • Children physically active for longer periods • Pupil and staff voice • Staff voice • Progress made during data points • Clearer expectations and progress in different areas of PE 	<ul style="list-style-type: none"> •

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:
<ul style="list-style-type: none"> Continuation of support from Bishop Challoner, both from their specialist coach and staff attending the CPD sessions. It impacts the staff's subject knowledge and ensures high quality PE lessons. Team teaching with Bishop Challoner and PE co-ordinator throughout the year. PE co-ordinator to complete the level 6 specialist course when space becomes available. Bikeability training for staff to ensure the track is used to its full potential. 	<ul style="list-style-type: none"> Continue to book school staff onto chosen CPD courses Book cover and put dates in the diary Continue to liaise with specialist sports coach and school staff about team teaching Set up a timetable Give clear expectations of what the sessions will be used for Have regular meetings with Hayley Identify at level 6 course Book cover Identify relevant course and resources 	£7,000	<ul style="list-style-type: none"> Staff voice Lesson observations Planning Pupil progress Pupil and staff voice Pupil progress Lesson observations Feedback from Hayley Confidence in teachers will grow Teachers will teach good-outstanding PE lessons Specialist knowledge to help other school staff Confidence in subject area Pupils will access and use the track to be physically active Pupil and staff voice 	

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:
<ul style="list-style-type: none"> Continuation of golf sessions at Shirley Golf Centre, it is available to three classes throughout the year and encourages the children to access a new sport. Member of staff completing the Boccia training course, to ensure that a club is ran throughout lunchtimes. Introduction and whole school focus on para sports – ensuring that pupils are offered a broader range of sports. Introduction of the bikeability scheme, to give the children opportunities to learn to ride a bike. Application for funding for extra tennis coaching. It is accessible to two classes a term and encourages the children to access new sports. 	<ul style="list-style-type: none"> Book golf session Set up a timetable Enter competitions Book course Book cover Ensure a suitable area and time for the lunchtime club to run Staff training courses Staff inset – ensure staff are confident in teaching Invest in new equipment if needed Install track Ensure there is enough equipment Bikeability training and resources for staff Liase with sports coach to gather information about previous funding Complete application form Apply for funding 		<ul style="list-style-type: none"> Pupils and staff voice Enter competitions Children to engage and experience a range of different sports Children’s up take of the sport Pupil voice Competition entries Inclusive sports Competition entries Pupil and staff voice Inclusive sports More physically active pupils through use of track Increase in confidence & develop new skills Children will experience professional coaching and a new sport 	

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:
<ul style="list-style-type: none"> Continuation of school games participation in competitions, festivals and events. Continuation of participation in the football championship league led by Aston Villa. Bronze Ambassadors who will be trained through the Bishop Challoner partnership to run personal best challenges during playtimes. Expectation that staff will run intra-school competitions between classes that are teaching the same areas of PE. 	<ul style="list-style-type: none"> Look at the school games calendar Identify the relevant school games competitions Identify the relevant classes Book school minibuses Identify the dates for the special needs championship Book the school minibuses Identify relevant staff and class changes Identify children Identify dates and staff who can support During PE introduction in September identify this an expectation Ensure relevant and correct equipment 		<ul style="list-style-type: none"> Gold school games mark Children will experience the competition and challenges Breadth of children will access the competitions Pupil and staff voice Children will experience the competition Will get to take part in a competitive sport Will create a team Learn new skills and progress Children will run sports activities on the playground independently More children will be encouraged to be active Results from competitions 	