



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

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](http://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:
<p>Balanceability training for Lower School Staff. Balanceability in place across the Primary department with evidence of improved balance and coordination for pupils.</p> <p>Playground markings have been updated to reflect Bikeability/ Balanceability and road safety skill acquisition. Bikes are available daily for pupils to ride during leisure time, improving fitness and developing road skills using new playground markings.</p> <p>Bikes and storage shed have been purchased, with correct sizes for all Primary aged pupils to facilitate regular and appropriate balance bike use, ensuring careful storage and maintenance of equipment.</p> <p>Some key staff have had Real PE basic training.</p> <p>BEAM and a proportion of staff have received training. Pupils with BEAM indicated in their EHCPs are having their physical needs met.</p> <p>Indoor, fixed gymnastics apparatus has been purchased and training for this has improved the quality of gymnastics teaching.</p> <p>Access to specialised sports events for children with disabilities.</p> <p>Implementation of the SENDactive Sports Leaders programme to improve quality of sports day and interaction between lower and upper school pupils in</p>	<p>New Lower School Staff and Lower School Lead to receive training in order to continue provision.</p> <p>Whole school training in Real Gym / access to Real Gym on the Jasmine portal.</p> <p>Deliver whole school training in Real PE and Jasmine platform to ensure consistency of approach and quality of provision.</p> <p>Provide BEAM training for more staff to extend provision considering new staff CPD.</p> <p>Provide time for Teaching Assistant with Sporting Expertise to work with class staff during PE sessions to enhance subject knowledge and quality of provision in PE.</p> <p>Continue to develop SENDactive Sports Leadership programme so that upper school pupils can organize more sporting events for lower school pupils during Sports Week 2020.</p>

sports.	
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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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	38%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	38%
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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No  We have future plans to do so but pool availability is a challenge.

## 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: £16540		Date Updated: 10.09.2019	
<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: 67% (£11,000 for specialise staff impacts on other indicators too)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Lunchtime adult led physical games.	Specialist TA for Sports continues to run a programme of sporting activities throughout lunch and some after school slots. Other responsibilities of the specialist staff member are outlined in other indicator sections)	<b>£11,000</b> (proportion of totally salary to be PSP Funded – play activities and curriculum support)	Children are more active at break times - more structured activities are on offer for pupils, which can be maintained easily once put into place.	Ensure that Sports specialist TA salary costs are accounted for in the school budget, in case of PSP funding cuts.	
Purchase of bespoke PE resources to support the development of physical activity and PE	As each action in this plan is completed, purchase appropriate recourse to support implementation of new skills/subject knowledge	£1000	Pupils have access to appropriate and varied resources to support their physical development .	Continue as appropriate.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Real PE online platform	All teachers use Real PE online platform to plan and deliver lessons. WF to lead teacher training session to explore Jasmine platform and provide year group starting points for each class. Children move through the different challenge levels for specific skills being taught.	<b>£174</b>	Clear assessment against skills and values. Clear baseline against core physical skills is collected for all pupils.  Individual challenges set for pupils for next academic year.	Real PE is embedded throughout the school long term and staff are able to use skills and strategies throughout their teaching careers.
Whole staff Training in Real PE and Jasmine platform	Given that whole school training was 4 years ago, the majority of teachers need to be trained in Real PE and many would benefit from refreshed training. Organise Whole School INSET in Real PE for all staff.	<b>£1795</b>	Staff will be confident in using Real PE approaches to support the development of their pupils' physical and theoretical skills in PE. Staff will have a clear framework to follow in order to ensure a cumulative and sequential curriculum for all.	Real PE is used alongside other resources/expertise to map out the cumulative and sequential PE curriculum across the school.

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:
<p>Balanceability training for staff</p> <p>Cover for staff training.</p> <p>Additional, specialist staffing input for Primary PE sessions</p>	<p>Additional Primary staff are trained to lead Balanceability with Lower School pupils. Pupils take part in weekly sessions as part of their summer term PE curriculum and refresher/taster sessions and activities throughout the year.</p> <p>Teaching Assistant with Sports qualification to be employed to support teachers with the planning and implementation of PE sessions, broadening their knowledge and experience.</p>	<p>£14 x 4 Staff = £560</p> <p>Cover Teacher x 4 = £760</p> <p>Already accounted for - £11,000 (proportion of totally salary to be PSP Funded – play activities and curriculum support)</p>	<p>General development in pupils gross motor skills, balance and co-ordination, seen across all areas of the curriculum.</p> <p>The impact and quality of PE teaching has improved through specialist support and professional development for teachers.</p>	<p>Ensure bikes and equipment is stored correctly in previously purchased storage area to sustain practice.</p> <p>Continue to train new staff in Primary in Balanceability and disseminate skills.</p> <p>Staff can use skills and knowledge gained in future teaching.</p> <p>Train new staff member in the planning and implementation of the PSP for sustainability purposes.</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 6%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements:  Continue to buy into Send Active Sports Programme Membership	Pupils begin to learn new sports at organised events, as well as in PE lessons and lunchtime clubs.	<b>£950</b>	More pupils engaged (due to the nature of the game it will include more pupils with ASC). Pupils attend festivals and competitions.	Continue to purchase SEND Active membership in order to raise the profile of disability sport and community participation.  Host a Sports Festival at Hazel Oak School in the academic year 2019-2020 through SEND Active Programme.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 2%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Buy into Send Active Sports Programme Membership  Contribution towards transport costs to attend festivals and competitions. Costs of additional staffing (or cover	Membership of the 2 organisations is paid for and pupils take part in activities with other schools. Evidence of participation is displayed around school and on the school website.	(£950 – already accounted for)  <b>£300</b>	Pupils have access to extended opportunities to use their PE and School Sport skills in a wider arena and develop their ability to cope with new, and competitive, situations.  Pupils have added evidence in their Life Ready passports towards	Continue to purchase SEND Active membership in order to raise the profile of disability sport and community participation.

<p>staff to facilitate minibus driver cover)</p>	<p>Pupils in Key Stages 3/4 to take part in Sports Leadership course with SEND Active and take ownership of Sports Week and Sports Days for upper and lower school.</p>		<p>evidencing their skills and range of experiences.</p> <p>Pupils in the Primary phase have had positive role models in older pupils and have taken part in an increased number of sporting activities as a result of the Sports Leadership course.</p> <p>Sports week is pupil led and managed.</p>	<p>Provide support for Sports Leaders to continue working with pupils in the Primary phase through extra curricular activities.</p>
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