



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

Commissioned by  
**Department for Education**

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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><u>Training for all teaching staff in dance</u></p> <p>IMPACT:</p> <ul style="list-style-type: none"> <li>All staff were able to revise and improve dance P.E. planning within their own year-groups.</li> <li>All teachers and support staff felt the training had developed a greater level of confidence in delivering dance lessons.</li> <li>Teaching staff gained knowledge and skill in their ability to develop creative ideas on how to engage both boys and girls in dance lessons.</li> <li>Planning now includes opportunities for pupils to develop their own dance within a lesson.</li> </ul> <p><u>Peer to peer support teaching programme (6 staff)</u></p> <p>IMPACT:</p> <ul style="list-style-type: none"> <li>All staff audited and improved gymnastics planning during team planning sessions.</li> <li>Lesson observations showed improved skill levels in teacher's delivery of challenging gymnastics lessons, and increased levels of physical activity for children within lessons.</li> <li>Gymnastics club for HA children resulted in the 3 teams coming 1<sup>st</sup>, 4<sup>th</sup> and 7<sup>th</sup> out of 28 at the Walsall Gymnastics competition (the team that came first went on to compete in the Black Country Gymnastics competition).</li> </ul> <p><u>Swimming Coach</u></p> <p>IMPACT:</p> <ul style="list-style-type: none"> <li>Year One: 25 children could swim without armbands at the start of the sessions, 45 could swim without armbands at the end of the sessions.</li> <li>Children developed their confidence in the water, especially children who had not been swimming before</li> </ul>	<p>To implement government guidelines by increasing children's physical activity during the school day (at least 30 minutes for each child).</p> <p>To raise the profile of physical activity and health and well-being across the school.</p> <p>To make parents aware of the new government guidelines for physical activity and health</p> <p>To increase % of children taking part in lunch time clubs.</p> <p>To provide swimming lessons to pupil premium children/children who cannot swim for a 6/8 week period.</p>

- SEND children developed their confidence in the water with support from their LSAs.

Specialist teaching by a qualified coach results in skilled teaching that is able to not only support children to become safe in the water but also to improve their swimming technique to a greater standard than a non-specialist teacher would have the knowledge to achieve.

P.E. Coordinator training:

IMPACT:

- PE co-ordinator has attended the 'Primary PE and Sports premium conference' which developed knowledge and understanding of premium spending and evidencing impact on young children. It also provided ideas on how to tackle the extra 60 minutes of physical activity young children are required to have from September.
- PE co-ordinator has developed CPD by running active maths and literacy staff meetings for all teaching staff. Co-ordinator has also been able to write up a healthy/active school action plan for next academic year which will be shared with teaching staff before the end of the Summer term.

Peer to peer support teaching programme in dance:

IMPACT:

- Year One and Two staff were able to revise and improve dance P.E. planning within their own year-groups.
- NQTs and new teaching staff felt the training had developed a greater level of confidence in delivering dance lessons.
- Teachers gained knowledge and skill in their ability to develop creative ideas on how to engage both boys and girls in dance lessons.
- Lesson observations showed improved skill levels in teacher's delivery and also resulted in a new member of staff going from a 'requires improvement' to 'good with outstanding features.'
- All children within these classes made good progress and many made outstanding progress in dance. Evidence of this can be seen in Afls which clearly highlights children's starting points at end result after the 6 week programme.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	n/a
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	n/a
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	n/a
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?	n/a

## 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: 2017/18		Total fund allocated: £ Total funding: £16470 (16000 plus £10 x 47 Pupil Premium children)	Date Updated: 26.3.18	
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				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 assess and monitor children's fitness throughout the year	Base line measurement days for all classes 3 times per year.	£1750	<p><b>Results from first BLM:</b> Overall Average school BLM % completion rate is 95% with 17 pupils unable to continuously jog/run for a 3 minute period.</p> <p>Across the school the boys are showing a higher BLM completion rate at 96% in comparison to girls at 93%</p> <p>The average school distance achieved was 312m.</p> <p>Boys are achieving a higher average distance across the school at 320m in comparison to girls at 299m</p> <p>Allowed teachers/Premier staff to assess children's fitness levels (see report) and highlighting groups of children whose levels are lower than the average.</p> <p>Identified children that might need additional support because they are inactive or disengaged by physical activity.</p> <p>Target children now attend a fitness and health club once a week to help increase their fitness and alter their attitude towards physical activity. In the</p>	<p>To continue to track children's fitness levels and monitor children who fall below expected.</p> <p>To use training from Premier Education to administer BLM as a school.</p>

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More people  
More active  
More often

			<p>sessions children have the opportunity to take part in fun, engaging sessions which emphasise the importance of being physically active. As well as this they are given the opportunity to learn more about healthy eating and making healthier choices.</p>	
<p>To provide adult-led activities/games outside to ensure children are getting extra physical activity during the school day.</p>	<p>Lunch time play leader 5 times per week.</p>	<p>£9500 - £50 per session 5 times a week</p>	<p>100% of children access the play leader group in Reception, Year One and Year Two over a two week period.</p> <p>Snapshot:</p> <p>An average of 59% of children access the play leader independently.</p> <p>An average of 17% of children access the play leader twice a week independently.</p> <p>Whilst on average 40% of children are targeted for this intervention.</p> <p>Gives children an extra 30 minutes extra structured physical activity once a week.</p> <p>Provides children with fun/challenging games which develops children's confidence, social skills and other key skills e.g. agility, aiming, balance, flexibility, speed etc.</p> <p>Sessions have given children ideas on how to be more active at home.</p> <p>Weekly certificates have been awarded to children in assemblies which has given children a sense of achievement.</p>	<p>Play leader to feedback to class teachers the names of children who are not independently accessing the sessions.</p> <p>Class teacher to follow up with the children the reasons why they need to attend and nominate a session for them to do so.</p> <p>Buy a range of resources for playground games to increase the physical activity of children not attending the sessions.</p>

<p>To increase physical activity through classroom/outside challenges and competitions.</p> <p>To increase the time spent moving during PE classes</p>	<p>120 Pedometers</p> <p>Use of Pedometers in PE lessons/physical activities</p>	<p>£158.40</p>	<p>Control class - Top score - 4788</p> <p>Control class average score - 2382</p> <p>7 out of 8 classes (87.5%) got a higher top score and average than the control class.</p>	<p>To utilize them as part of PE lessons.</p>
<p>To increase physical activity during the school day.</p> <p>To encourage and inspire children to take part in a range of sports.</p>	<p>A range of lunch time clubs</p>	<p>£2404</p>	<p>95 out of 179 children take part in lunch time clubs (53%)</p> <p>Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills.</p> <p>Inspired children to engage in a range of different sports.</p> <p>Increased opportunities for skill development linked to learning in PE lessons.</p> <p>Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups).</p>	<p>To increase the % of children accessing lunch time clubs to at least 80%.</p>
<p>To increase children's physical activity during the school day.</p>	<p>Wake and shake - Senior lunchtime supervisor 15 mins per day</p>	<p>£500</p>	<p>270 children on the playground. ?? of pupils take part in 15 minutes of extra structured physical activity every day.</p> <p>Pupil questionnaire will show % of children that like wake and shake.</p> <p>Develops children's core movement skills and encourages good physical development.</p> <p>Gives children ideas/routines they can practise at</p>	<p>Training dinner ladies to understand the importance of wake and shake and why we are doing it. To give them strategies to help children to engage.</p> <p>To purchase Jump start Jonny to give children a range of fun, new dances.</p>

			<p>home (see children's views sheet)</p> <p>Improved co-ordination (gross motor skills then impacting on fine motor skills)</p> <p>Improved rhythm and timing</p>	
<p>To increase children's physical activity in the classroom.</p> <p>To ensure children and parents are aware of the new government guidelines.</p>	PE Co-ordinator (TLR)	£2640	<p><b>Snapshot: 90% of children taking part in brain break activities in the classroom.</b></p> <p><b>Monitoring:</b>  <b>100% of staff now showing evidence of physical activity taking place during the school day in classrooms on their weekly timetables.</b></p> <p>Action plan has been developed to implement the government's recommendations. This plan has been shared with all teaching staff and will be monitored throughout the year (see non-negotiable timetable)</p> <p>Healthy resources/initiatives implemented for children/parents to become more aware of the new government scheme e.g. change for life posters, letters to parents, healthy workshops with parents, active competitions termly with prizes etc. Children have begun to make healthier choices at home and at school as a result e.g. asking for water instead of juice, asking parents for a healthy desert, looking at drinks labels during tuck time to check for green etc.</p> <p>Implementation of whole school approaches e.g. weekly water challenges, active brain breaks, active maths/Literacy, 5 a day/fitness videos daily in classrooms.</p>	<p>Implementing 'Maths of the day' as a whole school approach to active lessons.</p> <p>Continued workshops with parents to keep the updated on the guidelines.</p>
<p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>

School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase physical activity during the school day.</p> <p>To encourage and inspire children to take part in a range of sports.</p>	A range of lunch time clubs	£2404	<p><b>95 out of 179 children take part in lunch time clubs (53%)</b></p> <p>Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills.</p> <p>Inspired children to engage in a range of different sports.</p> <p>Increased opportunities for skill development linked to learning in PE lessons.</p> <p>Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups).</p>	<p>To increase the % of children accessing lunch time clubs to at least 80%.</p>
<p>To raise the profile of physical activity and health and well-being across the school.</p> <p>To make parents aware of the new government guidelines for physical activity and health.</p>	Streetly Network	£700	<p><b>65 out of 269 parents (24%) of parents attended workshops.</b></p> <p>Healthy workshops has made pupils and parents aware of the governments obesity strategy and gave parents ideas on how to be more 'food smart' at home through free Change4Life apps.</p> <p>Workshops highlighted how much sugar, saturated fat and salt is found in everyday food and drink that their children consume.</p> <p>Workshops promoted Change4Life free apps which encourage families to choose healthier options by scanning the barcode of products allowing parents to compare brands, and features food detective activities for children and mini missions the whole</p>	<p>To increase parent participation in workshops in school by at least 50%.</p> <p>To develop a new assessment program to monitor children's fitness throughout the school.</p> <p>For staff to attend appropriate training in PE and assessment.</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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To improve children's handwriting across the school and learn new ways to motivate and encourage children with their writing.</p> <p>To inspire teams and members of staff by developing their confidence</p> <p>To give ideas for active learning, experiencing the music and movements as the children would do</p> <p>Support children's physical development such as balance and coordination for writing.</p>	Write dance training - all staff members	£250	90% of staff implementing write dance 4 times a week.	
To increase staff knowledge and skills in implementing the government's recommendations.	PE Co-ordinator (TLR)	£2640	<p>Snapshot: 90% of children taking part in brain break activities in the classroom.</p> <p>Monitoring: 100% of staff now showing evidence of physical activity taking place during the school day in classrooms on their weekly timetables.</p> <p>Action plan has been developed to implement the government's recommendations. This plan has been shared with all teaching staff and will be monitored throughout the year (see non-negotiable timetable)</p>	<p>Implementing 'Maths of the day' as a whole school approach to active lessons.</p> <p>Continued workshops with parents to keep the updated on the guidelines.</p>

			<p>Healthy resources/initiatives implemented for children/parents to become more aware of the new government scheme e.g. change for life posters, letters to parents, healthy workshops with parents, active competitions termly with prizes etc. Children have begun to make healthier choices at home and at school as a result e.g. asking for water instead of juice, asking parents for a healthy desert, looking at drinks labels during tuck time to check for green etc.</p> <p>Implementation of whole school approaches e.g. weekly water challenges, active brain breaks, active maths/Literacy, 5 a day/fitness videos daily in classrooms.</p>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<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>
<p>To increase physical activity during the school day.</p> <p>To encourage and inspire children to take part in a range of sports.</p>	A range of lunch time clubs	£2404	<p><b>95 out of 179 children take part in lunch time clubs (53%)</b></p> <p>Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills.</p> <p>Inspired children to engage in a range of different sports.</p>	To increase the % of children accessing lunch time clubs to at least 80%.

			<p>Increased opportunities for skill development linked to learning in PE lessons.</p> <p>Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups).</p>	
To provide adult-led activities/games outside to ensure children are getting extra physical activity during the school day.	Lunch time play leader 5 times per week.	£9500 - £50 per session 5 times a week	<p>100% of children access the play leader group in Reception, Year One and Year Two over a two week period.</p> <p><b>Snapshot:</b></p> <p>An average of 59% of children access the play leader independently.</p> <p>An average of 17% of children access the play leader twice a week independently.</p> <p>Whilst on average 40% of children are targeted for this intervention.</p> <p>Gives children an extra 30 minutes extra structured physical activity once every two weeks.</p> <p>Provides children with fun/challenging games which develops children's confidence, social skills and other key skills e.g.</p>	<p>Highlight children who are not attending the sessions to engage them in physical activity.</p> <p>Buy a range of resources for playground games to increase the physical activity of children not attending the sessions.</p>

			<p>agility, aiming, balance, flexibility, speed etc.</p> <p>Sessions have given children ideas on how to be more active at home.</p> <p>Weekly certificates have been awarded to children in assemblies which has given children a sense of achievement.</p>	
To teach children the key skills needed to skip.	Run the skipping man sessions for all children.	£425	Still to take place.	<p>To get more skipping activities taking place at lunchtime.</p> <p>To create skipping zones with additional ropes.</p> <p>To choose skipping monitors to motivate children to skip at lunch times.</p>
<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:
To increase participation in competitive sport.	PE Co-ordinator (TLR)	£2640	<p>Competitions.</p> <p><b>72 out of 179 of children take part in competitions (44%)</b></p> <p>Gymnastics - 18 children taking part in gymnastic club twice a week for 6 weeks to develop key skills (15 will take part in the competition)</p> <p>Multi-skills - 18 children taking part of multi-skills club once a week for</p>	To take part in a football competition for children who go to football training and those who want to start.

			<p>4 weeks to develop key skills (10 will take part in the competition)</p> <p>Dance - 36 children taking part in dance club once a week for 6 weeks to develop skills.</p> <p>Boccia - 10 children taking part in Boccia lessons twice a week to develop key skills (9 took part in the competition)</p>	
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