



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 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><i>Local schools- competitions</i> <i>Real PE - all staff trained</i> <i>Dance all staff feel more confident and use moves to support dance lessons</i></p>	<p><i>Outdoor Sports and PE</i> <i>Transition through school, all children want to start on a path of enjoying sport and PE that will last a lifetime and all the benefits that this will give.</i> <i>Ensuring that all children partake in the extra 30 minutes of physical activity.</i></p>

Total amount of money received **October-2017-** £9,206 **April 2018** £7,017

This is a working document that will continued to be up- dated over the academic year- PMB -November 17

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: £16,960	Date Updated: December 17		
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 impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><i>Little stars- Lunchtime club twice per week- 25 mins Lunchtime supervisors to work alongside</i></p> <p><i>Ensure that pupils are more active during lessons, less time spent being sedentary.</i></p> <p><i>Ensure that children are</i></p>	<p><i>Children to partake in hockey club/football club- KS1 pupils Play leader to become more skilled and lead lunchtime club</i></p> <p><i>Use various activities throughout school- carousel basis-GoNoodle, more active break times, change 4 life, cosmic yoga, active classrooms, wake up shake up</i></p> <p><i>Using Primary Stars- activity focus will be embedded into other areas</i></p> <p><i>Audit of whole lunchtime experience, with a focus on</i></p>	<p><i>£1610 package-2 afternoon sessions and 1 AFSE& lunchtime.</i></p> <p><i>Inc in above fig</i></p> <p><i>£650- school lunch- health time audit</i></p>	<p><i>Observation, pupil voice, Behavior log</i></p> <p><i>Lesson observations, learning walks. Cross curricular observations, teacher's data.</i></p> <p><i>Assessments for reading/writing interventions(baseline and at end of intervention) Case studies from pupils and staff All staff to teach the differing ranges of activities on offer.</i></p>	<p><i>Resources will be available to use again. All staff to be trained</i></p> <p><i>Staff will feel more confident teaching the new approach, ensuring that children are more active throughout the school day. This to be carried over to the next academic year.</i></p> <p><i>Higher standards in curriculum areas will be evident throughout the school.</i></p>

<p>receiving active and happy lunchtimes.</p> <p>Lunchtime supervisors are up-skilled to work with Project Sport</p>	<p>outdoor provision</p> <p>Lead new and exciting outdoor activities</p>	<p>£2320.00</p>	<p>Re-organised lunchtimes. Outdoor yards to become zones</p> <p>Where lunchtime supervisors are in charge of a zone and the activities that are on offer to the children.</p> <p>A broader experience of a range of sports and activities offered to children.</p> <p>Children to be challenged to improve their own personal best.</p> <p>Children can walk around the field each day- use timers to improve their own previous time</p>	<p>Assessments to be available and shared to support end of year judgements.</p>
<p>Path around the perimeter of the school field, so that it can be used as an all-weather-walking track</p>	<p>This can be used as a running or walking track</p>			

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:
<p>Engaging a target group of boys- who are exhibiting some challenging behavior- to increase concentration, social and emotional skills and improve outcomes in other subject areas. Help with transition into the next year group</p>	<p>Using Primary Stars, PSHSE and sport opportunities to become embedded into other subject areas.</p> <p>All teachers and support staff</p>	<p>as above</p>	<p>Children's voice, to be documented.</p> <p>Smooth transition, more emotionally and physically aware.</p> <p>All staff encouraged to be confident and competent</p>	<p>Resources and lesson plans available for staff to adapt to the needs of other pupils.</p> <p>Resources and plans will be available to be used again. Staff will be up-skilled- support and</p>

<p>Pupils to be more active during lessons and less time being spent sedentary.</p>	<p>to feel confident -using imoves whole school active, GoNoddle, change4life, cosmic Yoga, active classrooms</p>		<p>ensuring that children are more active throughout the day, wherever possible. Evidenced through learning walks and observations.</p>	<p>training given to new staff</p>
<p>Pupils to experience different medias of exercise.</p>				
<p>Ensure that all teaching staff are being up-skilled After School TA to work alongside</p>	<p>Coaches working alongside all teaching staff throughout school- from Nursery to Year 2.</p>	<p>£1,440 Rolla sport x 12 weeks £1,062</p>		
<p>Project Sport- future stars to deliver sports provision</p>	<p>Trying to ensure that every child has an opportunity to fulfil their potential. Delivered in such a way that all children want to start on a path of enjoying sport and PE that will last a lifetime and all the benefits that this will give.</p>	<p>£1,452</p>		

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>Ensure that all staff feel sufficiently qualified and skilled to teach the new initiatives-on the physical activity map.</p> <p>Introduce new activities for teaching of wider outdoor PE and sports opportunities</p>	<p>Create Development Whole school Training</p> <p>West End in schools Workshop</p> <p>PE lead to introduce carousel of activities to all staff</p> <p>PE lead to work with lunchtime staff</p> <p>PE lead to maintain up- dates throughout the year.</p> <p>G Wardman Boxersize to work with all staff over the year- Lunchtime club football and girl's football. Wanting to have 2 Pentland teams- girls' team and a mixed team to compete with other local schools. He will then teach Bush craft on Friday afternoons - and leading afterschool clubs- such as muliti- skills, football, cricket, tennis, hockey, golf</p> <p>Improve outdoor provision- area for sports and games to be played safely</p>	<p>£1674.00</p> <p>£400.00</p> <p>£840 supply cover PE lead over the year</p> <p>£225.00</p> <p>All weather astro-turf sports zone- £4,800</p>	<p>All staff to be confident and competent to use strategies for teaching and increasing the opportunities for children to receive at least good teaching, if not outstanding.</p> <p>Higher standards in outdoor PE throughout school</p> <p>All staff to be confident and competent to use strategies for teaching Bush craft. All teaching Outdoors to be good or better- as seen in learning walks and observations.</p> <p>Case study for each year group and anecdotal evidence from both children and teachers.</p> <p>All pupils make progress in each lesson/unit/year- improved on last year. More children achieving greater depth.</p>	<p>Teaching staff will feel up- skilled, confident and maintain their new enhanced skills and knowledge and will cascade to new colleagues. Playtime and lunchtimes will be of a superior quality and resources and activities will be well planned and structured, also allowing children the opportunities to choose their own choice of physical activities.</p> <p>Teaching staff will be trained and will maintain teaching at a high standard when, sports coaches have completed their support and input.</p>

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:
<i>New and diverse sports are experienced- with a view of increasing engagement levels and interest in all aspects of sporting activities</i>	<i>Bush Craft, Multi-skills, Archery</i>	<i>As above cost</i>	<i>Learning walk notes, observations, Video evidence/ case studies Anecdotal evidence from children, staff and parents</i>	<i>All teachers will be up-skilled and will become more confident leading new sports-outdoor learning.</i>
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:
<i>Children will have the opportunities to compete with other children & schools, testing their knowledge and skills and enjoy competing with local schools: - Savile Town, Thornhill Lees and Pentland Schools- Headfield School to help with supervision with young Sports Leaders Improve ability in football and cricket Improved ability to work as part</i>	<i>Continue to compete with local schools in Multi-skills events being held at the different schools. Take part in Primary Stars tournaments</i>	<i>£150</i>	<i>Children's accounts of the different team events. Mini -case studies. Pupil surveys- children questioned on how they feel about any aspects where they might feel it would be better.</i>	<i>Building on good practice from the previous academic year. Ensure that tournaments take place every year, increase the numbers of schools that are involved.</i>

<i>of a team and demonstrate resilience</i>				
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