



# 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](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. 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:
<ul style="list-style-type: none"> <li>• New sports shed to store equipment in 1 place to allow easy access for children and staff</li> <li>• Motivational assembly with Team GB athlete raising £500 for school equipment.</li> <li>• Use of PE coach to support internal and external sporting events.</li> <li>• Offering a wider range of physical activity including, gardening, boccia, netball, fencing, goalball and archery)</li> </ul>	<ul style="list-style-type: none"> <li>• Update PE scheme of work to be more accessible for staff to deliver high quality and effective lessons independently.</li> <li>• Morning/playtime/lunchtime activities set up to encourage 30 minutes of PA daily.</li> <li>• Lightning all weather pitch to allow all year access to a variety of sports after school.</li> <li>• Resurfacing MUGA</li> </ul>

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?	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	Yes/ <b>No</b>

\*Schools may wish to provide this information in April, just before the publication deadline.



School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated: £2500	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Raise the profile of PE across school by updating equipment shed so it is more appealing and accessible to staff and children.</li> <li>Set up a Sports Council led by the children to encourage physical activity throughout the day.</li> </ul> <p>Raise profile of PE through special visitors and activities throughout the year.</p>	<ul style="list-style-type: none"> <li>PE lead to move and organise all equipment in new shed.</li> <li>Label equipment to allow children to take ownership of PE equipment.</li> <li>Sports Leaders trained to look after equipment and children at playtimes to get them active.</li> <li>Supporting role of teachers in PE including Y1.</li> <li>Book athlete to come in to discuss importance of resilience and give opportunity to meet positive role models in society.</li> </ul>	<p>Part of Rich Mills cost</p> <p>Free</p>	<ul style="list-style-type: none"> <li>Padlock entrance and space for all PE equipment has allowed children to take ownership and also for the staff to experiment with a range of equipment they didn't know existed.</li> <li>Children inspired to meet an athlete raised £1000 for Sports for Champions. TASS to get 60% for playground equipment.</li> <li>Abbeydale cricket club came school for taster sessions KS. Given pathways to tennis.</li> </ul>	<ul style="list-style-type: none"> <li>Use sports leaders to maintain tidiness of the shed throughout the year.</li> <li>Discuss how to use external coach during lunch times for effectively. Y6 not interested in sports leaders.</li> <li>Book more e.g. football role models or cricketers to encourage children to participate in PA.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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"> <li>Increase teacher confidence through CPD to give children a richer PE experience twice a week.</li> </ul>	<ul style="list-style-type: none"> <li>R. Mills throughout the year to deliver CPD to teachers across all year groups.</li> <li>Whole staff CPD to include teachers, teaching assistants.</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</li> <li>Professional development in subject leadership for PE subject leader</li> <li>Use budget to free teaching time for SL + staff to attend meetings to raise profile of PE at school and to boost</li> </ul> <p>CPD for staff to increase the quality of teaching and learning in PE with Andrew Staley</p>	<p>£4000 + £1600 +995</p>	<ul style="list-style-type: none"> <li>Richard has set up Sports leaders activity during lunch time for Y6. This has given children independence and a range of choices during school hours for example the choice of their activities/organizing PE cupboards independently and taking lead at sports days.</li> <li>Numerous PE staff meetings and twilights to keep staff up to date with PE.</li> <li>Emails sent to whole school for PE timetables of the year with timetables for flexible PE days.</li> <li>The subject leader was give time to attend the valuable Points Network Meetings and given time for subject leadership</li> <li>Staff have been greatly inspired by Andy and Rich's fantastic CPD sessions. The sessions were tailored to each teacher's individual requests and all staff greatly</li> </ul>	<ul style="list-style-type: none"> <li>PE Subject lead to informally monitor and complete lesson observations.</li> <li>Teachers to team team with R.Mills to embed lesson ideas.</li> <li>Alternatively, train Y5 to do this for following years so when they reach Y6 they have the skills and confidence to lead throughout the year from September.</li> <li>Set up PE days in September with a timetable for each half term again.</li> <li>Deliver inset session to staff on expectations of PE and statutory regulations for PE.</li> <li></li> </ul>

<ul style="list-style-type: none"> <li>Update scheme of work to make more accessible for Staff members</li> </ul>	<ul style="list-style-type: none"> <li>Join IMOVES</li> <li>Roll it out to all staff during staff meeting</li> </ul>		<p>developed their knowledge, skills and confidence. Some staff only had 4/5 sessions and have requested more for the following year</p> <ul style="list-style-type: none"> <li>Teachers that have trialed it, have loved using it. Questionnaires and feedback given from teachers suggest that it has supported them in areas of PE that they don't feel comfortable with and are able to teach high quality PE lessons to keep children engaged and active.</li> </ul>	<ul style="list-style-type: none"> <li>Membership next year to continue to encourage all staff to use this for PE but also for other curriculum areas e.g. science.</li> </ul>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation: 17%</p>
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<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated: £3330</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
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<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>Introduce a variety of activities to encourage more PA throughout the day to ensure all children are taking part in 60 mins a day.</li> <li>To provide awe and wonder element to sports day. To enable pupils to challenge</li> </ul>	<p>Book Premier sports</p>		<ul style="list-style-type: none"> <li>Booked half a day weekly for years 1-6 with Premier Sports. Sports include Tri-golf, goalball, fencing, archery.</li> </ul> <p>100% of children enjoyed the new experiences of sport played and have asked to buy equipment.</p>	<ul style="list-style-type: none"> <li>Although premier sports is engaging for the children and the staff are eager to understand about variety of different sports, there could be more sustainable options</li> <li>Thinking for the future, set up a range of after school clubs from external coaches.</li> </ul>
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<p>themselves and have new experiences.</p>	<ul style="list-style-type: none"> <li>• Book Direct Action Training (DAT) for Sports Day at the EIS</li> </ul>		<ul style="list-style-type: none"> <li>• Unable to enjoy this year due to change of times with Sports day.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-book DAT for sports day.</li> <li>• Consider lighting the all weather pitch for after school clubs in the winter</li> <li>• Consider resurfacing MUGA pitch to allow more sports all year.</li> </ul>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Percentage of total allocation:</p>
	<p>23%</p>

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"> <li>• Allow pupils to participate in inter-school, city wide competitions in a wider range of sporting activities.</li> <li>• Join a network to provide guidance and expertise on Sports Premium funding plus</li> </ul>	<ul style="list-style-type: none"> <li>• To give Chris Johnson HLTA time, release and pay to be available for football matches/support at events.</li> <li>• EH to attend regular football matches and sport competitions to allow children to participate.</li> <li>• Pay into Points Learning Network membership for 2 years (18/19/19/20)</li> <li>• Attend all key meetings at Points Network</li> </ul>	<p>£1000</p> <p>£1600</p>	<ul style="list-style-type: none"> <li>• Pupils have been able to enter and experience a wide range of sporting activities at a citywide competition level. Pupils have immensely enjoyed these activities and opportunities</li> <li>• Membership to the Points Network has provided the subject leader with expert guidance about the Sports Premium Funding and Government requirements.</li> <li>• X 3 Network meetings attended by PE lead to stay up to date.</li> <li>• Through our Network membership we have had access to high quality CPD from teachers and coaches to improve the levels of</li> </ul>	<ul style="list-style-type: none"> <li>• Keep track of emails and ensure that Totley all saints are booked and paid for each competition for next year.</li> <li>• Compile a list of ALL sporting competitions organized by our Network to ensure all children have a range of sporting competitions throughout the year to attend.</li> </ul>

<p>allows participation to Network events for pupils and meetings for Subject Leaders</p>	<ul style="list-style-type: none"> <li>• Attend network games and provide free transport for external sporting events.</li> <li>• Pay membership to SSP</li> </ul>	<p>£480 £1000</p>	<p>teaching and learning in PE at our school.</p> <ul style="list-style-type: none"> <li>• The classes were able to enjoy taking part in these inter-school competitions in wonderful setting of the EIS. This provided the pupils with a sense of enjoyment and excitement about physical activity and sporting competition in a fun and exciting environment. They are already looking forward to going again next year!</li> </ul>	
<p>Allows pupils to participate in sporting competitions run by the Federation</p>		<p>£60</p>		