



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:	Areas for further improvement and baseline evidence of need:
<p>Daily sports after-school clubs are running.</p> <p>KS2 classes have participated in Level 1 competitions at the end of every half term.</p> <p>Children have received active literacy and numeracy lessons.</p>	<p>To increase range and number of lunchtime activities to increase participation and ensure 30/30 minutes are being met.</p> <p>Increase the number of teams taken to inter-school competitions.</p> <p>Progress further into district and county competitions.</p> <p>Further promote healthy and active lifestyles with the pupils and their families.</p>

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?	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	19%
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?	Yes: Swimming lessons provided for every child in years 3 – 6 for a term each year.

	£3134 of SP money goes towards funding this (17%)
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*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: £18,850	Date Updated: January 2020		
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: 22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase the number of pupils engaged in physical activity during lunchtime by providing more structured play and sports activities.</p> <p>Increased opportunities for non-participant / less-active pupils to become physically active at lunchtime.</p> <p>Improved knowledge of healthy lifestyle with target groups (at least 2 new fitness activities trialed with each pupil).</p> <p>Increased opportunities for pupils to be active before/after school (to include walking to/from school or cycling).</p>	<p>Lunchtime supervisor training on “leading active play”.</p> <p>Year 5 playleaders trained to implement new activities (and purchase necessary equipment).</p> <p>Introduce “Wake up Shake up” into the playground on a daily basis in summer term.</p> <p>Sports breakfast club to be started.</p>	£4233	<p>Improved educational attainment across the board (from reception to year 6).</p> <p>Significant improvement in emotional well-being of key pupils who actively participated in lunchtime clubs.</p> <p>Positive pupil voice.</p> <p>Playground injuries reduced.</p> <p>Increased pupil participation in competitions, sports and events.</p> <p>A lifelong positive attitude to exercise and a healthy lifestyle promoted.</p> <p>The sporting opportunity available to pupils broadened.</p> <p>An opportunity provided to experience success beyond the</p>	<p>Competitions to be arranged with local schools.</p> <p>Increased extra-curricular opportunities created.</p> <p>Increased cross-curricular opportunities created.</p> <p>Pupil Premium identified and club is directly promoted to them.</p>

			<p>academic area.</p> <p>Pupils trained to become Young Sports Ambassadors (to support their pupils throughout the school in physical lunchtime activity).</p> <p>85% of pupils engage in 30 minutes of physical activity per day.</p> <p>Pupils can describe the meaning of a healthy and active lifestyle.</p>	
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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:
	12%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Celebration assembly every week ensures the whole school is aware of the importance of PE and sport and to encourage all pupils to aspire to be involved in assemblies.</p> <p>Wall display in the main hall shows PE achievements including the importance of physical activity, information on out of school clubs, events and competitions.</p> <p>To use structured lunchtime activity as a way to engage pupils (during lunchbreak) and keep behaviour</p>	<p>Achievements celebrated in assembly (match results, school games values shown, level 1 competition house winners)</p> <p>Head of PE to update and add new information regularly to wall display.</p> <p>Structured lunchtime activities (as above).</p> <p>Introduction of playleaders to target specific pupils (as above). Recruit Yr4&5 through application process.</p> <p>To gain Silver School Games Mark.</p>	£2346	<p>70% of pupils, at some point in the year, have taken part in a sports celebration assembly.</p> <p>Different parents have attended assemblies each week (virtually in lockdown).</p> <p>The PE display shows: Competitions (Level 1 & 2) Playleaders Photos of sports teams Results School game values Importance of daily exercise.</p> <p>Reduced number of incidents &</p>	<p>Introduction of School Sports Council to provide new leadership opportunities.</p> <p>Increase participation opportunities for targeted groups e.g. disabled and girls.</p>

<p>incidents & accidents to a minimum.</p> <p>Improved behaviour / confidence of targeted students through sports leadership.</p> <p>Use sport to address poor punctuality in KS2 boys.</p>	<p>Increase display boards, sports rewards and introduce school games values.</p> <p>Introduce football breakfast club.</p>		<p>accidents. Impact - a calm, engaging outdoor environment at lunchtimes.</p> <p>Positive behaviour changes in identified pupils.</p> <p>Increased percentage of KS2 boys arriving to school on time.</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:
				14%
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 the progress and achievement of all pupils within Physical Education by upskilling teaching and support staff in delivering active literacy and numeracy.</p> <p>To improve the leadership and management of the subject by monitoring activity levels outside of PE lessons.</p>	<p>Undertake audit/questionnaire of teachers and support staff. Look at gaps in provision and deliver CPD.</p> <p>Staff twilight – “Active numeracy and literacy”.</p>	£2782	<p>Improved subject knowledge and confidence in all staff to plan “active” lessons / parts of lessons outside of PE (via observations from Head of PE and SLT)</p> <p>Staff questionnaires pre and post inset – track changes in perceptions.</p> <p>Activity by and enjoyment of pupils has improved (pupil voice and staff observations)</p>	<p>Current teachers trained will pass on knowledge to new staff.</p> <p>Sports Council to suggest how lessons can be made more active (whilst not taking away from learning at hand).</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Introduce a wider range of sports opportunities in order to get more pupils involved and to enhance enjoyment of sport and being physically active.</p> <p>To target specific pupils to engage in new sports and activities:</p> <ol style="list-style-type: none"> 1) Less active 2) Gifted and Talented 3) Special Educational Needs 	<p>Implement new lunchtime sessions to increase breadth of opportunities</p> <p>Introduce new before school clubs (undertake pupil survey to look at what activities pupils are interested in).</p> <p>Use specialist coaching to target new pupils (martial arts etc).</p> <p>Start a Change4life club to target key pupils and attend C4L festivals</p>	£5832	<p>Increased number of pupils engaged in sports activities (registers; photo evidence).</p> <p>Improved enjoyment of pupils undertaking new activities (pupil voice, questionnaires).</p> <p>Improved enjoyment and engagement of pupils in sports activity out of school hours (parent questionnaire).</p>	<p>Staff to work together with Head of PE to improve confidence / participation of identified pupils.</p> <p>Staff are enthused to lead additional sports clubs at lunchtime / after school.</p>

	Attend Coventry Schools G&T days and inclusion festivals.			
	Organise theme days linked to PE and Sport and enhance opportunities for cross curricular delivery.			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children in school are allocated a house which provides all pupils with the opportunity to compete at intra-school level during PE and lunchtime.	Regular intra-house competitions within PE lessons, sports days & lunchtimes. Promote the School Games values to the pupils and reward them during level 1 competitions (stickers, certificates) Link lessons/clubs to competitive opportunities.	£523	Increased number of pupils engaged in competition (registers). Improved attitudes to PE and Sport (pupil voice; observations). Increased parental support / engagement (registers / parent voice). Social media, newsletters, displays in school.	An increased number of children participate with other schools in our collaboration. Members of staff to volunteer to support with competitions after school.