



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 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>Higher engagement of all pupils in regular physical activity, by using daily mile track for regular running activities each day and offering a good breadth of activities.</p> <p>Implementing a daily running club for children to be active before the school day.</p> <p>Identifying the least active children to engage in more physical activity at school to meet 30:30 targets.</p> <p>Recruitment, training and mentoring of PE Apprentices to support delivery of PE and school sport.</p> <p>Over 80% of children in Year 6 had represented the school in a sporting competition during the 2018/19 year.</p>	<p>To ensure the teaching of physical education is at least GOOD across the school through team teaching and more CPD.</p> <p>To further increase the breadth of extra-curricular opportunities in school sports by entering gymnastics competitions next year.</p> <p>To offer a wider range of activities during active lunchtimes each day.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	82.2%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	74.4%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	31.1%
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?	No

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: 2018/19		Total fund allocated: ££22,300		Date Updated: 28/07/2019	
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: 12.95%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To increase the opportunities to be active during the school day and the variety of options available at school to ensure all children achieve 30 minutes of physical activity per day.	<p>Purchasing of new PE equipment and replenishing equipment lost or damaged from previous year to ensure enough equipment for all children.</p> <p>To employ a sports coach to run additional activities at lunchtimes to ensure all children are kept active</p>	<p>£1,889</p> <p>£1,000</p> <p>Total = £2889</p>	<ul style="list-style-type: none"> Increased pupil participation Enhanced, extended, inclusive extra-curricular provision More confident and competent staff Enhanced quality of delivery of activities Improved standards Positive impact on whole school improvement Easier pupil management Positive attitudes to health and well-being <p>Improved behaviour and attendance and reduction of low level disruption</p>	<p>To ensure equipment is stored safely and useable for future years and to continue to explore sustainable methods to increase the variety of activities at Eversley that can be stored and managed easily.</p> <p>To develop pupil Sports Leaders to help support activities during lunchtimes.</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 51.63%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

<p>To use physical education to support improvements in children’s mental health and well-being by offering a running club for all Key Stage 2 children each morning before school.</p> <p>To employ an additional PE assistant to support class teachers in lessons to offer more inclusive and better quality lessons for all pupils.</p>	<p>To use additional PE assistant to lead running club as a before school activity and provide resources to keep track and monitor improvements in children and notify parents of this opportunity.</p> <p>CPD opportunities for PE assistant so they can better support class teachers during physical education lessons.</p>	<p>£11,515</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • More confident and competent staff • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Clearer talent pathways <p>Increased school-community links</p>	<p>To raise numbers of children attending running club and explore the possibility of offering this to KS1 as well.</p> <p>PE assistant to provide support and expertise in lessons to ensure class teachers are more confident in lessons and develop ideas for planning their own lessons in future.</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:
				25.88%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to train and develop PE apprentice and increase his skills and experience to support and engage a great number of children through additional sports activities	To continue to employ, mentor and train an apprentice to work alongside the PE Subject Leader through Level 3 Diploma in supporting the delivery of PE and School Sport.	£5772	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, inclusive curriculum provision • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance • Improved pupil attitudes to PE • Positive impact on whole school improvement • Easier pupil management • Ensuring strong, sustainable, effective links to the Games Legacy and Olympic and Paralympic Values Positive impact on middle leadership	To develop PE apprentice into a significant member of the PE team to be responsible for more areas of the subject area in the long-term future.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10.60%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Additional achievements: To have additional activities available at break and lunchtimes as well as further options for Take 10 sessions that all pupils and classes will be able to access and use.</p> <p>To enable us to organise and set up table tennis competitions with other local schools in the borough.</p>	<p>Purchasing four tables tennis tables, with bats and table tennis balls to contribute to 30 minutes of physical activity at school each day.</p>	<p>£2,365</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • Enhanced quality of delivery of activities and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption • Positive impact on whole school improvement <p>Easier pupil management</p>	<p>Table tennis tables to be a long term item of equipment that is designed for pupils of all ages to use. To assess whether more table tennis tables can be purchased to give children further opportunities to stay active.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 0.82%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>To improve the quality of lessons and ability to host intra and inter house competitions against other schools in the borough to allow more children to participate.</p> <p>(See also section four for table tennis tables)</p>	<p>Both netball courts to have netball posts ordered to use in lessons, netball training and extra-curricular games.</p>	<p>£185</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced curricular provision • Enhanced quality of delivery of activities • Improved standards • Positive impact on whole school improvement <p>Easier pupil management</p>	<p>To host netball competitions at our school to raise the profile of the sport with boys as well as girls and enable more children to participate in the long-term.</p>