



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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](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 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: |
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| <p>The Headteacher, SLT and PE Subject Leader are committed to ensuring that all pupils will receive 30 mins a day of activity in school as well as at least two hours of high quality PE teaching per week, delivered by confident, well trained teachers.</p> <p>A team-teach approach has been implemented. A qualified sports coach is employed and works alongside teachers to develop good quality PE lessons that teachers deliver with an increased confidence.</p> <p>Profile of physical health and emotional and mental wellbeing raised across the school.</p> <p>Outdoor areas around school have been improved to provide opportunities for children to be more active.</p> <p>Opportunities for 'less active/sporty' children to access extra-curricular provision which focuses on healthier lifestyles.</p> <p>The school has competed in Multiskills, Dodgeball, Tag Rugby, Football and Athletics competitions as well as participating in dance festivals.</p> <p>Additional swimming top-up provided for Y6 children.</p> <p>Play leaders in place to increase the physical activity in the KS1 playground at lunchtimes.</p> <p>Achieved the Silver School Games Kite mark in July 2019.</p> | <p>In 2019/2020 we will be working on:</p> <ul style="list-style-type: none"> *Audit the quality of sports/PE provision. Our aim is to maintain the School Games Kite mark (Silver Level) by July 2020. *To review our extended schools provision to ensure we are meeting the needs of all groups of children. *To continue to develop our links with Streetly Sports Academy Partnership and Walsall Catholic Schools Partnership in providing opportunities for competition and training. *To develop intra-school competitions, giving every child the opportunity to take part in competitive sporting events. *Provide all year 6 pupils who are unable to swim 25 meters the opportunity to attend swimming classes out of school hours. *Sustainable play leader development- continued pupil work force offering a range of activities at play and lunchtime. *To provide a variety of opportunities for all children in Key Stage 1 and Key Stage 2 and to increase their physical activity to at least 30 minutes per day in line with Government guidelines. *To increase knowledge and understanding of physical activity, sports, mental health and wellbeing through reading materials purchased as well as initiatives and extra-curriculum activities offered. *Raise the profile of PE and Sporting achievements in school and the awareness of events to parents and the wider community. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school. | 70% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 65% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 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 over and above the national curriculum requirements. Have you used it in this way? | Yes Provision organized for non-swimmers in current Year 6 |

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: approx: £23,081.05 (inc. carried forward spend) | Date Updated: July 2019 | |
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| 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: 33% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: £7,600 | Evidence and impact: Sustainability and suggested next steps: |
| *To increase daily physical activity for all children- 30 minute physical activity a day. *Wider range of initiatives with focus on improving physical activity, health and wellbeing. | <ul style="list-style-type: none"> *Introduce daily mile. *Introduce daily activities e.g. wake and shake up in the classroom / playground. Increased access to physical activity at lunch time. Zoned activities at breaktimes. *Introduction of 'Physical Activity Challenges App' developed by 'Top ya' completed on a fortnightly basis. Parent engagement workshop. *Continue to develop activities provided with a focus on health and wellbeing e.g. gardening club, 'Phunky foods' and 'food for life'. | £2,200 | <ul style="list-style-type: none"> *Timetables, planning, club timetable, registers of participation, termly reports on progress of swimmers, photographic evidence, Parent workshops. *Increased participation, interest and enthusiasm in sport. *Opportunities to build social relationships. *Improvement in academic achievement, especially in the afternoons, and increase of children's knowledge surrounding health and wellbeing. |

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| *Range of peer lead activities at break time and lunch time | <ul style="list-style-type: none"> *Sustainable play leader development: *Continued pupil work force offering a range of activities at play and lunchtime. *Play leaders training and equipment to increase physical activity at lunchtime. | £1,300 | <ul style="list-style-type: none"> *Children are more active at lunch and play time. *More sports leaders (in the form of play leaders) in school. | *Sports leaders take responsibility for sports played during lunchtimes. |
| *Targeted intervention for non-25metres swimmers in Y6 in addition to curriculum swimming already participated in. | <ul style="list-style-type: none"> *To provide the opportunity for children who are unable to swim 25m and those who are less active, access to funded intensive swimming sessions outside of the school day. *The children have the best quality assured coaching to enhance their sporting possibilities. | £50 | <ul style="list-style-type: none"> *JK to organise and attend participation in competitions *Quotes for provision *Register of children attending *Achievements of children *Termly reports on children's progress. | *To sign post parents to the swimming club and promote swimming from an early age. |
| Increase the sporting provision available for KS1 pupils. | <ul style="list-style-type: none"> *Increased opportunities for KS1. Children to have access to and participate in extra-curricular sporting provision. | £1,500 | <ul style="list-style-type: none"> *Pupil consultation to decipher what activities/sports the KS1 pupils would like to access. *JK/SP to organise *Register of participants | *Increased after school opportunities for KS1. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 11% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |

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| | | £2,500 | | |
| <p>*Maintain the PE display board to include events participated in and be a focal point for all Sport and PE achievements. Ensure that sports reports/news is shared to the wider community in all newsletters and reports, written by children, to be added to the school website and our twitter page.</p> <p>*Organisation and monitoring of PE provision, extra-curricular provision and competition to ensure children have the opportunities to participate and compete.</p> | <p>Develop display, to include information about competitions, clubs and events. Make a visual display that draws attention.</p> <p>Community & wider community more aware of schools progress in PE & Sport through reports/news shared on website, twitter feed and in school newsletter.</p> <p>PE provision and time allocated to physical activity, training and competition throughout the academic year monitored over the academic year.</p> | £0 | <p>*Increased number of children involved in sport or one of the healthy lifestyle clubs evidenced through data. Photographic evidence, pupil voice.</p> <p>*Children able to compete and participate in competitions from a level 2/3 level.</p> <p>*Management evaluation forms completed stating the impact of the time allocated.</p> <p>Non-contact for PE subject leader to allow them to organize events.</p> | <p>*Increase social media presence to share progress.</p> <p>*Display achievements in school more prominently.</p> |
| <p>Continue to raise the profile of Sport and emotional and mental wellbeing through activities and reading material aimed at both key stages and available to all children.</p> <p>(Evidence shows that mental health and wellbeing programmes in schools, can lead to significant improvements in children's mental health, and social and emotional skills. Wellbeing provision in schools can also lead to reductions in classroom misbehaviour and bullying.)</p> | <p>*Introduction of 'Mindfulness May'</p> <p>*Yoga for kids</p> <p>*Source and purchase books relating to mental wellbeing (e.g. 'Annalisa and the happy practice') and Sport (e.g. 'Pony Club Secrets')</p> | £2,500 | <p>*Observation notes, behaviour reports / SEN involvement</p> <p>*Increased emotional resilience among our pupils</p> <p>*Children prepared academically and emotionally for the challenges they will face inside and outside of the classroom and beyond.</p> <p>*Statement of 'you don't have to play sport to enjoy sport' will be evident- through reading material all children will be able to access other areas of sport e.g. horse riding, scuba diving etc. and wellbeing material will enable the school to help build resilience etc.</p> | <p>*Children will understand about and look after their mental health as well as their physical health.</p> <p>*Promotion of good emotional wellbeing. The social and emotional skills, knowledge and behaviours that young people learn in the classroom can help them to build resilience and set the pattern for how they will manage their mental health throughout their lives.</p> <p>*Continue to support children's emotional and mental wellbeing through yoga and 'Compass for Life'.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 31% |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: £7,100 | Evidence and impact: | Sustainability and suggested next steps: |
| Time allocated to allow the new PE Subject Leader to develop in her new role and audit the current state of PE, action plan and drive the subject forward. | <ul style="list-style-type: none"> *New PE Subject leader to attend training including 'High Quality Subject Leadership - PE Lesson Planning and Curriculum Design' and subject leader briefing (x3) at Streetly. *Management time allocated to allow Subject leader to prepare for, monitor and implement staff training where needed to ensure the PE curriculum being delivered is of high quality. | £1000 | <ul style="list-style-type: none"> *PE Subject leader gains confidence in her new role and starts to build a network of support from local primary schools and from the Streetly Partnership. *PE planning and curriculum is of high quality, broad and balanced ensuring that children are being provided a varied, rich and effective skill-based PE diet. *Management evaluation forms completed stating the impact of the time allocated. *Non-contact allowing the PE subject leader to monitor, evaluate and drive the PE curriculum forward. | <ul style="list-style-type: none"> *PE Subject leader to gain support in the future from the network built - also opportunities for joint training / increased competitions with local primary schools. *PE subject Leader to continue to seek CPD and share with colleagues to develop PE provision further. |
| Appoint TSR coaches to: <ul style="list-style-type: none"> *deliver PE sessions in Team Teach approach to implement a structured programme of PE across the school from Reception to Year 6. *lead a range of after school sporting activities once a week, throughout the academic year. | <ul style="list-style-type: none"> *To maintain the coverage of sport and continue to improve the standard of teaching in physical education throughout the whole school to ensure the children get the highest quality of teaching possible, and also ensuring skills were developed to benefit children when taking part in competitive and non -competitive sports. *Improve confidence of teaching PE for staff across the school through CPD opportunities provided by TSR | £5,000 | <ul style="list-style-type: none"> *Planning scrutiny *Observation notes *Staff consultation *Pupil consultation *Teacher confidence increases. *Understanding of all areas of sport and PE is increased. | <ul style="list-style-type: none"> *To assess the impact of TSR on staff confidence and ability in PE and develop 'Team Teach' partnerships further. |

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| | <p>through team teaching etc.</p> <ul style="list-style-type: none"> *Increase specialist PE provision through sport coaches *To ensure pupils enjoy participating in sporting clubs and are more active at lunchtime. *To ensure pupils have weekly sports lunchtime activities provided for by sports coach. Opportunities to be given to Reception to Year 6 children throughout the academic year. | | | |
| Membership - Streetly Sports Academy Partnership. | <ul style="list-style-type: none"> *CPD accessed via Streetly Partnership. *PE Subject Leader to attend CPD / meetings to receive support and updates to aide leading and developing PE. *PE Subject Leader to provide staff INSET/updates after courses/meetings attended. *Children to access opportunities to participate in Level 2 inter-school competition. *Staff to have access to Youth Sport Trust resources to support teaching and learning. | £1,000 | <ul style="list-style-type: none"> *CPD records evidence CPD accessed. *Record of events/competitions children have participated in and number of children who have participated in events over the course of the academic year | <ul style="list-style-type: none"> *Increased confidence and ability of new PE Lead. *Increase participation in events run by Streetly Academy. *Engage in more CPD opportunities provided by Streetly Sports Academy Partnership for all staff. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 11% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: £2,500 | Evidence and impact: | Sustainability and suggested next steps: |

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| Provide opportunities for children to access a wider range of sports and activities e.g. archery, climbing, cycling etc. during a Residential visit. | *To subsidise pupils to ensure they can visit Alton Castle and take part in a broad experience of physical activities to ensure they have experienced a variety of activities e.g. rock climbing, cycling etc. | £420 | *Register of children attending *Pupil/Parent consultation *All children in Y6 are able to attend and participate regardless of their economic circumstances. | *Continue to provide this opportunity for Y6 children. |
| Provide opportunities to attend a Health week breakfast club focusing on healthy eating and increased physical activity before the start of the school day. | *Breakfast and a sports club provided before the start of the school day. Each day is a different sporting activity. | £50 | *Invoice for breakfast items *Register of children attending *Focus on children who do not participate in regular physical activity, issues with diet and attendance. | *Continue to provide this opportunity for children. |
| Wider variety of alternative sports during extra-curricular time. School council to collate pupil voice for ideas to ensure that the current offer is varied and in demand. This will also enable school to introduce new sports or activities to encourage more pupils to take up sport or try a different sport. | *JK/SP to source new sporting opportunities e.g. boxing, zorbing, dodgeball etc. | £150 | *Register of participants, timetable of new sports, Pupil consultation. *Increased opportunities for varied sports *Children able to access different sports/activities *Potential to access more opportunities for competition through learning a new sport | *Use pupil voice to develop activities. *Make further links with outside agencies to provide new sporting opportunities. |
| 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: |
| *Level 1 competition experience for all pupils, across both key stages, through the PE curriculum. | *Staff asked to run two level 1 competitions over the academic year linked to their unit of PE. Results and data to be given to the PE Subject leader (fixtures, results and register). | £100 | *Registers, fixtures, results available, orders for prizes placed and invoices available. *Children, at a whole school level, have experienced and taken part in a level 1 competition. | *Level 1 competitions to be held each term across the school. |

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| | *Sports Day organised to provide completion from a multisports and athletics angle in Summer 2019. | | *Parents invited to support and encourage children ensuring a positive competitive atmosphere. | |
| *To increase participation in competitive sport at Level 2/3. | <ul style="list-style-type: none"> *Increase intra and inter school competitions. *Attend Alexander Stadium - Athletics competition - KS2 *Take part in competitions run by WCSA and Streetly Partnership. *Explore competition elements for other activities e.g. gardening competitions, dodgeball etc. | £800 | <ul style="list-style-type: none"> *Registers, photographic evidence, certificates/awards achieved, Kite/active mark achieved due to participation in the competitions. *Children accessing higher level competitions, given the experience of participating in sports in a variety of venues and to a greater standard. | *To continue to increase competition and strengthen links with outside agencies. |
| <ul style="list-style-type: none"> *Membership for the Walsall Catholic Schools Sports Association to allow a greater number of opportunities for children to participate in competitions at level 2/3 with other local primary schools. *Membership also provides support network for PE Subject leader and staff leading the after-school club. | *JK/SP to organize, arrange and attend participation in the available competitions where possible. At least two per term. | £300 | <ul style="list-style-type: none"> *Register of participants/timetable of events *Pupil consultation *Enhances social and sporting skills and developing sportsmanship. | *To continue to increase competition and strengthen links with outside agencies. |
| Transport to ensure children can attend Athletics event as a team at the Walsall Catholic School Sports Athletics and Dance Festival. | *Transport provided to ensure that children can attend the Walsall Catholic Schools Athletics and the Walsall Catholic Dance Festival. | £400 | <ul style="list-style-type: none"> *Quotes for coaches *Invoice for coach company hired *Register of KS2 and KS1 children participating *Impact: Sense of being part of a team. Greater number of children can attend as they are not restricted by travel implications. | *Continue to provide transport for those who would be unable to attend events otherwise and develop comradery. |