

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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>Attending competitions and achieving good results (competitions for all children, including those with SEN – Boccia, Mini Smile, Unify Cricket)</p> <p>Developing cross-curricular links between reading and sport – Premier League Reading Stars</p> <p>Developing a good resource of equipment to be used by all year groups across the new Primary setting</p> <p>Implementing consistent planning and assessment across the new Primary setting</p> <p>KS1 attending sporting events (e.g. won multi-skills area competition)</p> <p>A whole school sport council (sharing a pupil voice and organising events across the school)</p> <p>Gathered a baseline for this year to assess now that everyone is working under the same format.</p> <p>Workshops (with cross curricular links) – circus skills, roald dahl, polar express, ballet</p> <p>Work with local clubs/coaches to provide links for children to attend clubs outside of school once they have had a ‘taster’ in school – wolf mountain, judo, table tennis</p> <p>Inter-House/class competitions regularly put on – football, girls football</p> <p>Kit to be provide an emphasis on sport – huge impact on children’s attitudes and aspirations for lower years</p>	<p>Increased participation in sporting activities (use of KS2 playground/Playscheme Leaders similar to ‘Heroes’ that we used to have/more lunchtime clubs)</p> <p>Attending more Level 3 competitions</p> <p>Developing PE equipment outdoors</p> <p>Increasing staff confidence within PE (particularly in KS1 – found from staff Q)</p> <p>Increase % of children achieving required standard for swimming at the end of KS2</p> <p>EYFS scheme (from staff Q)</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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	56.25%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	56.25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	56.25%
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: £20,442	Date Updated: July 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: To be added when plans are finalised %
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- Introduce the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day.</p> <p>-Develop KS2 playground to encourage physical activity/development</p>	<p>-Have signed up for Marathon Kids to support this venture</p> <p>-Consultations have been held with 3 companies and quotes from 2 received. Additional funding for project acquired through sugar-tax application in Summer Term.</p>	<p>No cost</p> <p>Remainder of budget, along with additional funding</p>	<p>To be completed in September</p> <p>To be completed in September</p> <p>General impact of KI 1: Increased engagement in physical activity improves pupil health and fitness, social skills and emotional well-being.</p>	<p>To start in September.</p> <p>Quotes currently being reviewed to progress with one in September.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
- Role models /local sporting personalities who pupils can identify with to promote success and aspire to be a local sporting hero.	- Ascertain which local personalities the pupils relate to and invite them into school (Wolves to attend for Premier League work with Year 5)	No cost	100% of Year 5 children agreed that the visit from Wolves had evoked an interest in sport, in particular football. Provided high quality stimulus for writing opportunities in English.	Look to enter/book similar experiences, but to include more year groups next year.
	-Apply for a Joe Wicks National Schools Tour (not successful, but use of online videos in National Sport Week)	No cost	Children, in particular Year 6, enjoyed the new opportunities to move and be active when completing a fitness workout. It was commented that this was because it was different to the 5-a-day.	Apply again next year and use videos even if not successful to promote fitness during National Sports Week.
- Demonstrate to children the importance of being prepared and organised for sporting activities by through staff modelling.	- Develop system of keeping track of children with no/incorrect kit and provide copy of letter for every class to use as template.	No cost	Each class have been using the letters to send home when appropriate to raise awareness of the correct kit needed. Decrease in the number of children not having correct kit, particularly in the lower years.	Continue to use letters as and when appropriate throughout all school years at Springdale.
-Promote challenge and motivation to achieve	-World Cup workshop linked to 4 sports and setting personal goals for Years 1 - 6	£690.00	All staff and a high percentage of children thoroughly enjoyed the session they attended. All children	Children use this new found interest and motivation to join in school and outside clubs. Add

			<p>could name by the end of their session the World Cups taking place this year. Sport council feedback suggested that after the session children were planning to watch the televised games for the sports featured in the workshop.</p> <p>General impact of KI 2: All children are aware of what sport activity takes place at Springdale and recognise the sporting achievements of their peers. Promotes working hard and persevering to achieve across all subjects.</p>	<p>further links to clubs on school website. Children to be reminded of this session when setting personal goals in other lessons at school, e.g. PE, English and Maths.</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:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. Staff to attend/receive CPD in PE (particularly KS1/EYFS as KS2 have received training from PE co-ordinators recently)	<ul style="list-style-type: none"> - Identify the local centres who are running these courses. - Identify staff to be enrolled (NB from EYFS and KC from KS1) - Establish dates when cover is required and appoint cover staff with KB. - Ensure that time is provided for school based working and to share findings. 	£379.98	<p>Staff completed questionnaires for each course that showed a positive outcome after their attendance, e.g. more confidence and ideas to use within their own teaching. Staff also provided feedback to other staff within their year group regarding ideas covered during their course which could then be used in parallel classes.</p> <p>General impact of KI 3: Staff are more confident and competent in terms of their knowledge and understanding of the PE curriculum. Enhanced quality of teaching, learning, delivery and assessment of PE leads to improved standards with greater and more rapid progress.</p>	Staff working within the same year groups again next year so able to implement this training again. Look for other courses and CPD opportunities for staff from September.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 42%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	- Contact external providers for expertise in clubs (soccer 2000 adapted provisions to suit needs and wishes of Springdale children, e.g. dodgeball club) - Karate workshop booked for children during Pioneer Week	£5969.50 £220.00	100% of children in attendance stated during an open discussion at the end of their sessions that they would recommend the club to a friend next year or attend themselves again 6 children out of the group were selected to showcase and receive awards for their participation in the session. All attendees showed an interest in joining the club outside of school by taking a leaflet. 10 out of the 32 children mentioned karate as one of their favourite memories during their time at Springdale in Leavers comments.	Clubs currently being set up for next academic year using these strong links to outside coaches/clubs that will then provide performance pathways for children where appropriate.
-Updating equipment and resources across Primary setting	-New equipment needed for lessons (e.g. badminton rackets)	£2325.03	PE resource cupboard updated with equipment that allows new sports to be taught with greater impact, i.e. Soccer 2000's use of the badminton	List of equipment gathered from each staff member ready to order in the new academic year.

			<p>rackets during sessions with Junior Years.</p> <p>General impact of KI 4: Children of all abilities can access extracurricular sporting provision, improving their health and fitness, social skills and emotional well-being. Clearer talent pathways are available into an increased range of opportunities, so talent is nurtured and challenged and children can continue to excel.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- To introduce additional intra-school competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>- Take B & C teams to competitions</p> <p>- Qualify for Level 3 competitions to attend the Black Country Finals</p>	<p>- Arrange friendly competition both inter/intra school with help from sport council (competitions run in KS1 and KS2)</p> <p>- Increase awareness/promote opportunities around school and transport for more teams to attend competitions (B teams attended several competitions so far this year in Boccia, Cross country, football)</p> <p>- Use teacher/coach knowledge and 'trial' system to put together teams for events (attended Boccia, KS1 Multi-Skills & Tri-Golf)</p>	<p>No cost</p> <p>£905.50</p> <p>No cost</p>	<p>Multiple teams have attended competitions throughout the year and achieved well against other schools. Competitions have included cross country (A, B teams), boccia (A and B teams including children from the Learning Resource Base), football (A, B, C teams, alongside a newly introduced girl team), tri-golf (A and B team), multi-skills (team A and B), indoor athletics (A team) and outdoor athletics team (A team). Providing a greater range of competitive opportunities has meant that a larger number of pupils have been able to access competition (a greater total of pupils have attended a competitive sport event so far this academic year, compared to 77 children who competed in the previous academic year. This year has also seen an increase in the number of teams from lower years groups, including a Year</p>	<p>Team selections to continue next year, using the new assessments from each year group to highlight children who have potential but may not necessarily put themselves forward at first.</p>

		<p>1/ 2 multi-skills team and a Year 3 / 4 tri-golf team. Also, by providing B and C teams, pupils of a wide range of abilities have been able to compete. By representing the school, pupils have an increased sense of pride, team spirit and improved self-esteem.</p> <p>All children had access to intra-competitions, including football, running challenge and a new KS1 challenge called the 'Obstacle course' set up by sport councillors.</p> <p>General impact of KI 5: Children have access to a higher standard of interschool competition in an increased range of opportunities. Consequently, they are challenged further in terms of ability, technique and competitive tactics. Children feel pride in representing a school team.</p>	
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