



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

Commissioned by  
**Department for Education**

Created by



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SPORT  
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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

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p><b>Resources and Equipment</b></p> <ul style="list-style-type: none"> <li>P.E equipment is stored in the hall and this year will see the development of storage and the purchasing of further PE resources.</li> </ul> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>Kidnetics has run successfully throughout the year and going forwards we will be continuing with this in 2018/19. The programme has been accessed by all Reception children and as an intervention programme in Year 1 to develop fine and gross motor skills to develop writing and pencil control. In September 2017 most were working within 30-50 months. At the end of EYFS 68% (30 pupils) working at ARE or above. 11% at GDS.</li> <li>In moving and handling 71% achieved ARE or above (31 pupils) with 9% at GDS (4 pupils). The children who did not achieve ELG in moving and handling are the children who are being targeted in Year 1 Kidnetics intervention group.</li> </ul> <p><b>Competitive Sports</b></p> <ul style="list-style-type: none"> <li>The inter school competitions are taking place each half term and are focussing on taught skills in PE sessions. The children have enjoyed these sessions and it has raised the profile of competition in school. Children are now more aware of their 'house' due to displays of these in classrooms and sports Day followed the 'house' theme. This has enabled our children to gain another sense of identity and a chance to also work with children from other year groups that they would not normally get the chance to. This is now embedded within the curriculum.</li> </ul> <p><b>Intra Sport Events</b></p> <ul style="list-style-type: none"> <li>The intra schools competition calendar came into fruition for KS1 during the summer term. Pyramid competitions included Football, Athletics, Rounders and Quick cricket.</li> </ul> <p><b>External Sports links</b></p>	<ul style="list-style-type: none"> <li>To enhance PE resources and storage</li> <li>Kidnetics programme to continue</li> <li>Wake up Shake up was implemented throughout the year but this was not carried out systematically and on evaluating the impact against the cost it is not beneficial to carry on in 2018/19. The focus will be on promoting healthy eating through the curriculum.</li> <li>Intra sporting competitive events will continue to be a pyramid priority this coming year.</li> <li>Priority for 2018/19 is to raise the number of PP children attending after school clubs.</li> <li>To increase the variety of sports clubs available each half term.</li> <li>Teachers to plan and deliver PE lessons in KS1</li> <li>PE Lead to continue to work closely with colleagues in the IPMAT</li> <li>PE lead monitor teaching and learning of PE</li> </ul>

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- In Summer term, Badgers and Owls have also accessed the 'Sky Try' programme which combines fun, engaging movement skills with Rugby skills. Both classes received certificates for taking part and have thoroughly enjoyed the programme. This has allowed the school to strengthen links with the club and community. Year 2 will be attending a festival at Featherstone Rovers and have accessed an extra session of energy club. Feedback from the children has been good and they seem to have enjoyed the fun element of learning about healthy eating whilst also learning new skills.

#### PE Curriculum

- World Cup week was a great success and feedback from children was fantastic. This was planned by PE leader with support from PE coaches. Moving forward this has given the PE Lead the confidence to plan themed events in school this coming academic year. Again, children were split into house colours and it was another great chance to raise the profile of competition but also a chance for children to experience and gain a developing understanding of healthy competition.

#### After school clubs

- After school clubs across Key Stage 1 were closely monitored by PE Lead across the year. All clubs were closely monitored and records of every child who attended each was collated to ensure that most children attended a club when possible. Next year the aim is to increase the number of clubs and to continue to closely monitor club attendance. The tracking will continue to monitor key groups of children and their involvement throughout the year to ensure fair access for everyone.
- 19/25 (76%) of year 2 children have accessed at least one after school club this year.
- 26/38 (68%) of year one children have accessed at least one after school club this year.

Feedback from children who did not attend a club included: 'My mum doesn't want to come back to school' 'I have Rugby training on a Wednesday', 'I don't like them'.

- 9/12 (75%) of Pupil Premium children in Year 2 have accessed at least one after school club this year.

- 9/15 (60%) of Pupil Premium children in Year 1 have accessed at least one after school club this year.

#### Leadership

- MAT PE Leader Network meetings have taken place termly. These meetings have enabled the PE lead to discuss tracking and assessment of PE for 2018/19 and decide on a tracking system that will best fit our school. This will be rolled out in Autumn 2018 on a trial basis.
- PE Leaders across the MAT organised an IPMAT athletics day at Thornes Park Stadium for children across Key Stage 1 which was a great success and children thoroughly enjoyed the day.

## 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: £16,620	Date Updated: October 2018	Percentage of total allocation: 20% £3,324	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop the level of activity at lunch time.	Quality provision out at lunch times.  Lunchtime supervisors trained in using equipment and encouraging children to take part in games.		More children getting involved with sport at lunchtimes.	
Increased participation in after school clubs across KS1.	Identify a list of least active / talented / inclusive children  Identify through class lists who is attending clubs.	After school clubs £3,324	Allows school to identify non-attending children and find out why. Is there not a club of interest to them? Times?	
Increased quality of PE lessons in KS1 and Physical learning in EYFS.	Termly monitoring of KS1 and EYFS physical education lessons/learning time.  Termly monitoring of planning in KS1 and EYFS.		Staff and sports coaches are able to target and plan for all children taking part in physical activity, PE & sport clubs.	
			Physical activity, PE & sport	

<p>Quality provision available for both KS1 and EYFS.</p> <p>Children can learn to understand that PE can be linked across the whole school and about how it can impact on their long term health.</p>	<p>becomes a central part of school life. The context of this is used across the curriculum and skills and positive values of sport are integrated into the school ethos.</p> <p>Increased physical activity improves, physical, emotional, social and mental health, which in turn can improve outcomes, concentration and reduce childhood obesity and the long term effects of inactivity.</p> <p>Monitoring of progress in physical and writing areas of provision.</p> <p>Increase the percentage of children achieving at least expected in writing in EYFSP.</p> <p>Provides children with competition opportunities throughout the school year.</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: 30% £4,986
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue inter-house half termly sports events.  Kidnetics sessions for reception to happen twice a week.  Whole school involvement in inter-school competition, increasing physical activity  PE display board in reception to create interest in sport and PE.	<p>Track impact of kidnetics in correlation with children reaching ELG for writing at the end of EYFS.</p> <p>Parents and governors invited to last session of each half termly after school club.</p> <p>Children to complete participation questionnaire, including PE lessons, and after school clubs.</p> <p>Organise healthy lifestyles themed days every half term with each one having a focus on either: healthy eating, exercise, well-being or sleep.</p> <p>Invite visitors into school to deliver assemblies/ workshops on the above themes.</p>	Kidnetics £4,986	<p>Monitoring of progress in physical and writing areas of provision.</p> <p>Increase the percentage of children achieving at least expected in writing in EYFSP.</p> <p>Provides children with competition opportunities throughout the school year.</p> <p>Children eager to enter competitions on display on the board.</p> <p>A discussion point for children and staff. Children commented on the board.</p>	

<b>Key indicator 3: Increased participation in competitive sport</b>				Percentage of total allocation: 10% £1,662
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue inter-house half termly sports events.</p> <p>Finalise KS1 pyramid sports calendar for 2018/19 to take part in intra- school competitions.</p> <p>Finalise IPMAT calendar of events including end of year KS1 festival at Thornes Park.</p>	<p>PE leader to split new to school children into colour teams to continue half term competitions, linked with learnt skills throughout the half term.</p> <p>Finalise dates for inter- school competitions.</p> <p>CPD Staff meeting on running INTRA half term events, recorded by PE leader.</p> <p>School to take part in Featherstone pyramid and IPMAT sporting events and competitions.</p>	£1,662 Transport to event - £500 Support Staff cover £500 PE lead cover - £662	Provides children with competition opportunities (both inter and intra) throughout the school year which develops a competitive spirit within children right from EYFS.	

Key indicator 4: increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 20% £3,324
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Further develop PE leader role.	PE leader to attend leader's conference.  PE leader to share LTP and weekly plans at KS meetings.	PE Leadership time £3,324	Monitoring the quality of PE being taught helps to identify areas of development which means that children are learning and making increased progress in their PE lessons.	
Increase staff confidence and knowledge on teaching and delivering PE curriculum.	PE leader to cascade information and training and scheduled PDMs.  CPD Staff meeting on running INTRA half term events, recorded by PE leader.		Increasing staff confidence impacts positively on the children's progress. Evidenced through leader log.	
Increase staff confidence and knowledge on assessment of PE	PDM on data entry onto target tracker half termly.  EYFS paper tracker to be created with EY leader.			

<b>Key Indicator 5: broader experience of a range of sports and activities offered to all pupils</b>				<b>Percentage of total allocation: 20% £3,324</b>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Further develop PE planning and ensure coverage is broad and balanced.</p> <p>Offer competition for KS1 children to develop skills and confidence.</p> <p>Children to take part in skill days where professionals deliver sessions using their expertise and knowledge in that area.</p>	<p>Monitor planning and delivery across school.</p> <p>KS1 to participate in MAT event at Thornes co-hosted by MAT schools. Liaise with other schools and book.</p> <p>Ensure attendance at inter school competition within pyramid.</p> <p>Organise skill themed days throughout the year.</p>	<p>£3,324</p> <p>Skill Days - £1500</p> <p>Resources - £500</p> <p>Laptop to support delivery - £600</p> <p>Staff cover - £500</p> <p>Prizes - £224</p>	<p>Monitoring the quality of PE being taught helps to identify areas of development which means that children are learning and making increased progress in their PE lessons.</p>	