



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>Improved Assessment in PE – now every half term including teachers 'blogging' each week PE success Successful Club – School Links Staff CPD Opportunities Increasing School Links – Now linked with SUFC, Sheffield Sharks, PWCL, Mission Active, Arches and B.Braun Providing a path way for football Gold Kit mark KS2 Gold Arches kite mark KS1 Arches Primary Healthy school 2017/18 Play Leaders</p>	<p>Active mornings – Active opportunities each morning Development of a Sports Crew – Link to Play leaders to further develop 'Learn to Lead' opportunities in PE and Extra-Curriculum KS1 Targeted Provision – to increase Extra Curriculum opportunities for KS1 Access to a wider range of sport and physical activity opportunities Team Teaching – linking better to school audit Playground / Personal Challenges – link to active lunch times and play times and playground strategy</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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>% Class 1 (27) – 39% Class 2 (30) – 23% Cohort – 62%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>% Class1 (27) – 60% Class 2 (30) – 46% Cohort (57) – 53%</p>

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% Class 1 (27) – 39% Class 2 (30) – 23% Cohort (57) – 62%</p>
<p>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?</p>	<p>Yes/No</p>

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: £		Date Updated: March 2019	
<p>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</p>					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:	
<p>Providing opportunities for pupils to be active for a minimum of 30 minutes a day</p> <p>Encourage children to engage with physical activity as part of a healthy, active lifestyle</p> <p>Active lunch times</p>	<p>Target provision for KS1 pupils in curriculum and extra-curricular activities.</p> <p>Foundation Children to start the day with 5-a-day. All children to participate in the activity.</p> <p>Make links with PWCL and B.Braun to access a wider range of opportunities for children to understand the benefits of being healthy and active.</p> <p>Increase opportunities for children to engage in more activities at lunch times.</p> <p>To set up a range of lunch time clubs including play leaders who will focus on personal challenge.</p>	<p>£11,500 Arches coaches gold package</p> <p>Arches cheerleading £300</p>	<p>Increase in numbers in active breakfast club – introduction of Zumba, games and bagels.</p> <p>School have utilized funding to provide external coaches from the Arches School Sport Partnership to run targeted provision through after school clubs, including Dance and Active Archie for Key stage one Pupils for two half terms</p> <p>Target activities for in active children including cheering and boxing.</p>	<p>Successful links with Sustrans Active Travel opportunities, including Bikability, Walk to School Event, Active Breakfast and Scooter Skills sessions across Key stage one and Key stage two</p> <p>Successful links with Modeshift – Active travel breakfast, learn to ride, be bright be seen assembly, virtual velodrome, inner tube bracelets, scooter skills, cycle skills and Dr bike. Across Key stage one and Key stage two. Aim to achieve Silver award with Modeshift stars.</p> <p>Improved resources available for both Play Leaders and Lunch time staff to run a variety of activities.</p> <p>Sustain Play leader's lunchtime</p>	

<p>Active breakfast</p>	<p>Establish links with external providers to set up a variety of opportunities for children to engage with Active Travel across school. Hold at least two Active breakfast sessions where encouraged to actively travel to school and all who participate will have a healthy breakfast as a reward.</p>		<p>School have utilized external coaching providers to provide a range of sport and physical activity opportunities, including dance, martial arts and team sports.</p>	<p>activities. Lunchtime staff to deliver a variety of activities such as the daily mile and other personal challenges (Scooters, Skipping and play leader tasks).</p>
<p>Incorporate active travel to and from school with pupils and families</p>	<p>School to have a bike shed for children to store bicycles and scooter safely.</p> <p>Join up to and participate in NBSP (Magic Breakfast). Where children will have the opportunity to start the morning with daily Zumba and creative movement session.</p>		<p>School has made good links with Amy from Modeshift who has been into school to deliver a range of workshops to raise the children's awareness of active travel.</p>	<p>Continue to establish successful club-school links in the local area for pupils and families to access easily – Enrichment fayre for local clubs to come into school and promote their team / sport. – Each class to have a short assembly / Q/A.</p> <p>School to utilize external coaching providers to continue to provide a wide range of sport and physical activity opportunities, including street dance, cricket, cheerleading, archery and Active Archie.</p> <p>Sustain - Targeted club such as inactive children, all girls and all boys.</p> <p>Provide more opportunities for SEND children to access sport and physical activity more easily – Scheduled meeting with SEN team end of term 1 to review the SEN children, their needs and possibilities of creating additional physical activities after school. Things to consider: duration of club and</p>

				<p>activities available.</p> <ul style="list-style-type: none"> - Review the delivery of swimming to Y3 and Y4. –Time spent in the water – Can the theory be taught in school allowing more time swimming? - To continue upskilling staff to help with swimming lessons in the future. - To look at opportunities for year 6 to go swimming for at least a term and assessment purposes (more accurate data).
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</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>Provide opportunities for pupils to engage in a variety of sport and physical activity opportunities</p>	<p>Invite local clubs and sports providers to deliver taster sessions during the school day</p> <p>Boxing lunchtime clubs</p>		<p>PE boards have been displayed at a school entrance with information for both pupils and parents on whole school achievements and opportunities available</p> <p>Lunch time activities and personal challenges and promoted around school for all children to engage with</p>	<ul style="list-style-type: none"> - Continue PE Boards developed and updated regularly in the Sports Hall with information on curriculum activities, extra-curricular activities, lunch time activities and Sports Crew Information. PE Boards also include 'PE Stars' of the term

<p>Celebration assembly every half term to ensure the whole school is aware of the importance of PE and sport in school.</p> <p>Developing a play leader's crew who organise, plan and resource clubs at dinner time and after school.</p> <p>Notice boards in sports hall to raise the profile of PE and Sports for all visitors and parents.</p> <p>Weekly class blogs of engaging PE lessons.</p> <p>Website / Twitter – To ensure that the wider community is aware of the achievements of the school and its pupils.</p>	<p>Monitored by the PE leads in school.</p> <p>Update the boards regularly to promote interest and information of upcoming clubs and competitions.</p> <p>Play leaders (who they are and what they do each half term).</p> <p>Staff to be aware that we aim for at least one blog a week to show the progress the children are making in PE. – make parents aware of the blog in parent's evenings and encourage comments and feedback.</p> <p>To be monitored and updated accordingly to coincide with competitions, school partnerships, PE lessons, half termly pupil assessments (sports person award) and bought in coaches – promoting school links.</p>		<p>Play leaders to help support and run targeted lunch and extra curriculum activities.</p> <p>Every term a pupil is nominated by their teacher with a recognition of their efforts and development in PE during that Half term</p> <p>Play leaders have supported Arches SSP staff with KS1 After – School clubs to help develop leadership skills and be role models for younger year groups. Sports Crew training undertaken and a play leader Rota established for lunchtimes, where they have successfully regularly engaged pupils across both Key stage one and Key stage two in lunch time activities.</p> <p>Notice board are updated every half term informing staff, parents and children of achievements and activities on offer.</p> <p>Parents are more aware of what is happening in school which has increased the PE profile.</p>	<p>showcased. Photos of active sessions. Weekly Personal challenge created by play leaders. TV in the entrance of school to promote opportunities for all children to take part in school sporting activities.</p> <ul style="list-style-type: none"> - Continue - PE Staff regularly blog on the School Games website and update the PE Twitter feed with news and updates. - School to write and publish newsletters with sport information and achievements on to continue to provide a high profile for sport across school - Continue to - current play leaders and increase the opportunities for them to lead on lunch and extra curriculum activities. - Begin to incorporate and evidence physical activity opportunities across the curriculum where possible. For example, Active Maths and Change 4 Life, 10
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minute shake ups.
(Working with SLT).

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>Improve swimming progress and assessment</p> <p>Improve PE assessment</p> <p>Upskilling staff and developing confidence in teaching PE lessons</p>	<p>Currently we provide swimming for half a year for all year 3 children (18 blocks) and half a year for all year 4 children (18 blocks).</p> <p>Developing staff confidence in supporting swimming and assessment.</p> <p>PE assessments to be developed for all subjects.</p> <p>Staff to complete PE assessment every half term and to be handed to new class teacher at the beginning of the school year.</p> <p>Staff to complete a staff PE audit at the beginning of the school year. PE leads to identify staff who need CDP.</p> <p>CDP opportunities throughout the year especially to new staff and NQTs.</p> <p>Team teaching opportunities</p>	<p>Swimming 2 x year groups £11.480</p> <p>PE equipment £245</p>	<ul style="list-style-type: none"> - Swimming report from Sheffield city council provided - Register of number of children swimming each term <p>Shayne swimming course</p> <ul style="list-style-type: none"> - Class teachers blogs after each PE lesson with a reflection on children's learning and evidence of development - Team teaching with Arches SSP to help begin embedding self and peer assessment in to the curriculum across Key stage two. - Whole school assessment to be completed each half term - Intra competition each half term to inform teacher's assessment. 	<p>To have theory lessons in school prior to the swimming lesson, in order to increase swimming time.</p> <p>To ensure that class teachers are assessing children in a game situation to monitor skills learnt.</p> <ul style="list-style-type: none"> - Continue to provide team teaching opportunities across all school year groups through the support of Arches. <p>Questionnaire on staff ability in P.E. to be out at the beginning of the year, after team teaching and at the end of year. (section included by Arches staff on the progress made or further support needed for each teacher)</p>

<p>Increase high quality PE throughout the whole school</p>	<p>provided throughout the year.</p> <p>High quality resources available to access on school system.</p> <p>Work with outside coaches to develop staff CPD opportunities Staff subject lead to devise assessment criteria for teachers to access and use.</p> <p>PE Curriculum Map for all staff to see which topics need covering throughout the year.</p> <p>Registered member of Youth Sports Trust</p>		<ul style="list-style-type: none"> - Arches Assistant PE coordinator – including lunch time and after school Arches SSP PE Coordinator delivering Team Teach lessons to 11 members of staff, including class teachers, HTLA and TA's from September 2017 - Quality CPD opportunities offered to staff for them to access through the Arches SSP - Relationships have been built across school with the Arches PE coordinator and school staff - Quality resources and schemes of work are available on the staff share portal, and a hard paper copy is available in the PE cupboard for all subjects covered - Increased use of external coaches to provide high quality team teach and CPD opportunities in PE curriculum, including Dance, Gymnastics and Sheffield Sharks Basketball. - Teachers have better subject knowledge - Increased confidence levels of confidence for teachers 	
<p>Encourage staff to access additional training and resources</p>	<p>Arches SSP Gold Package – Provides access to meeting for PE leads, resources and advice.</p>			

			and subject leaders.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Additional achievements:</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more targeted pupils involved.</p> <p>Opportunities for self-improvement and competitions.</p>	<p>Break time and lunch time opportunities to participate in a range of activities: Skipping, hoola hoops, football, scooters and Forest schools. OAA – Outdoor adventure activities. Targeted clubs such as Active Archer and Change for Life.</p> <p>To set a targeted behaviour group such as boxing to provide children with discipline and to encourage children to follow the rules in a fun way.</p> <p>Play leaders offering opportunities to participate in personal challenges encouraging children to do their best.</p>	<p>After school clubs £535</p> <p>Mini bus £575</p> <p>PE equipment £245</p>	<ul style="list-style-type: none"> - New PE equipment has been purchased, to give staff the confidence they can deliver PE to a high standard with appropriate equipment. - iPads are used in every PE lesson to video / photograph evidence of development, allowing pupils to reflect on their learning - new lunch time club set up by a teacher who feels more confident at delivering PE - HLTA set up a year 1 club and feels much more confident at delivering key skills - Play leaders set up lunch time and afterschool club - Different organizations have visited school to create links and deliver with new approaches. - Professional athletes have visited Y6 pupils in school to deliver activities, and had a positive impact on 	<p>Extra team teaching alongside arches. Staff working with PE lead to then be confident to pass on their learning in the future.</p> <p>Stock check of the equipment and maintenance check termly.</p> <p>(incentive to run a club)</p> <p>Daily drop ins by a teacher at dinnertimes to see how the play leaders are developing and managing the responsibility.</p> <p>Range of different sports and activities on offer at dinnertimes led by dinner supervisors. (dialy mile, Javalin, basketball, circuit training, skipping, French bowls)</p>

	<p>how to improve school swimming.</p> <p>Half termly assessment from, teachers linked to swimming.</p> <p>Swimming report from Pondsforge every 18 weeks (Block)</p> <p>Additional swimming lessons for y3/4 to improve progression in swimming.</p>		<p>effective use of the school minibus as transport to and from the events, using school drivers and releasing staff from school to do so.</p> <p>-</p>	
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Sport Premium Grant awarded 2018-19 = £19,683

PE Spending

Swimming - 2 x year groups £11,480

Arches Coaches £11,500

Mini bus costs £575

PE Equipment £245

After School Clubs (SUFC, Errol Barrows & Arches Cheerleading) £835

SFSS Membership £60