



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Created by



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](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. 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 need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
Overall Evaluation 2017-18 <ul style="list-style-type: none"> School sustained a wide range of activities/competitions for all groups of pupils in key stage 2. For Key Stage 1 children, we offered multi-skills sports clubs. We also offered a games club and balance bike ability for EYFS. Clubs that appeal to less active children were continued and extended. Dance was popular again. Rising Stars plans implemented throughout the school. Feedback from staff has been very positive and skill progression ensures that pupils are taught a broader range of PE activities. School achieved success at local and county levels in a variety of sports: netball, football, swimming, cross country and tag rugby. Leadership training through the 'stay safe mentors' programme for Year 5 and 6 children was very successful and enabled them to develop skills beyond the physical. Sports Apprentice worked with staff to develop skills and confidence. 	<ul style="list-style-type: none"> Introduce regular activity in the form of daily mile/running. Monitoring and observing Rising Stars PE lessons across the school. Employ a sports coach to assist in PE lessons and afterschool clubs. Use Active School planner to create 'heat maps' to track pupil activity throughout the day. Continue to introduce new clubs and target less active children. Employ a Yoga teacher for two terms as a result of pupil survey. Current levels of competition to be increased, join MCS. New EYFS and Key Stage 1 playtime equipment to be introduced to improve activity levels.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	91%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	91%

What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	91%
Schoolscanchoosetouse thePrimaryPEandSportPremiumtoprovideadditionalprovisionforswimming 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: £17,250		Date Updated: September 2018		
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						
School focus with clarity on intended impact on pupils:		Actions to achieve:		Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To introduce regular cardiovascular activity to all children in the form of a daily mile/run.		Timetable this for non-PE days and gradually build pupil confidence in running.		£500	Children improve baseline fitness levels, run regularly and are more active overall while at school.	Arrange a fun run or running challenge in summer. Different running challenges.
To provide new play equipment for EYFS and Key Stage 1 children (climbing area, balance beams, ropes etc) to use at break and lunchtimes.		Review range of designs and arrange for construction.			Wider range of activities offered that help children develop FMS, muscle control and balance.	Budget to maintain equipment.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To develop leadership opportunities through PE. This ensures that older pupils experience a different aspect of PE and have opportunities to pass on skills and knowledge to younger children.</p> <p>To monitor whole school teaching of Rising Stars PE.</p>	<p>Leadership afternoon during summer term where Year 6 stay safe mentors lead a sports afternoon for Y3, organizing events and planning it themselves.</p> <p>Jenine and Billy to observe lessons and offer support based on this – link to Rising Stars plans.</p>	<p>Supply Cover - £1000</p>	<p>Pupils' planning and photographic evidence from Leadership afternoon. Discussion with pupils after event about their learning and next steps.</p> <p>Staff feel more confident using PE plans and can consider new activities or strategies if required.</p>	<p>Leadership skills taken and used in other subjects.</p> <p>Consider group CPD or demo lessons if required.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sports Coach to take on more responsibility and work with staff to plan and coordinate PE lessons. Use the Rising Stars materials and Active school planner to support teaching.</p> <p>To offer staff meetings and ongoing support in PE and its role within the wider curriculum.</p>	<p>PE leaders to offer CPD, demo lessons, planning support, team teaching as required.</p> <p>External CPD if appropriate and required (Mid-Cornwall Network).</p>	<p>£800</p> <p>Supply cover for PE leads staff</p>	<p>Teachers and staff feel confident delivering PE and able to find support when needed.</p> <p>Pupils have high quality PE lessons across the school.</p> <p>Further evidence through lesson observations.</p>	<p>Confident staff deliver good quality PE lessons and use a wide range of teaching strategies.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To offer a wider range of clubs to Key Stage 1 pupils. These skills underpin sporting activities and enable our younger children to acquire these skills.</p> <p>To offer clubs that target specific groups of children, such as less active.</p> <p>To employ a sports apprentice to assist with clubs, fixtures and lunchtime activities.</p> <p>To offer a wide range of extra-curricular clubs to Key Stage 2 children, including hockey, dance, Bikeability, tag rugby, cricket. These sports would help to engage children who do not enjoy football or netball.</p>	<p>Continue with multi-skills club and extend to others such as rackets club.</p> <p>Run yoga sessions in Spring and Summer Term for whole school.</p> <p>Appoint sports coach and support them during Autumn term</p> <p>Continue clubs already in place and continue to enter competitions. Staff to attend CPD as required to enhance their knowledge and confidence.</p>	<p>£2500 for Yoga teaching and equipment</p> <p>£10000</p>	<p>More KS1 children attend extra-curricular clubs.</p> <p>Children are encouraged to try new physical activities. They will hopefully, enjoy the activities and gain confidence.</p> <p>Sports coach able to offer additional clubs afterschool, which teaching staff would be unable to offer due to time constraints. As a result, more children can take part in a wider range of extra-curricular activities.</p>	<p>Children experience extra-curricular sporting activities at a younger age and master FMS by the end of KS1.</p>

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To join Mid-Cornwall Sports Network to gain access to regular competitions and School Games events.</p> <p>These offer regular, high quality competition for our pupils and foster values such as resilience, dealing with victory and defeat, tactical awareness, teamwork and motivation. To encourage children who are less active to take part in physical activity</p>	<p>Ensure that as many pupils as possible have opportunities to attend competitions (including pupil premium).</p>	<p>£720</p> <p>£1730 – transportation fees, entrance fees</p>	<p>Continued high numbers of children taking part in extra-curriculum clubs and competition. Pupil surveys during summer term.</p> <p>Children more likely to persevere and search to overcome obstacles in their learning. Friendships formed and strengthened through sporting activities.</p>	<p>Competition sustained. Ideas for clubs next year based on attendance and pupil surveys from summer term.</p> <p>Pupils want to continue participating in sport in and out of school.</p>