



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

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 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 need and priorities for the future.

| Key achievements to date:   | Areas for further improvement and baseline evidence of need:   |
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| <ul style="list-style-type: none"> <li>• Huge increase with participation in competitive sports events.</li> <li>• Development of outdoor games activities through use of external coaching company.</li> <li>• Audit of provisions to focus PE spending from 2018 onwards.</li> <li>• Swimming provisions have led to no 'non-swimmers' to help enrich this area of the curriculum.</li> <li>• Range of out-of-school clubs offered from football to dance.</li> </ul> | <ul style="list-style-type: none"> <li>• Need for baseline assessment of fitness to help measure impact of PE provisions.</li> <li>• Issues at lunch times across school – lack of physical activity opportunities.</li> <li>• Need for children to be targeted for an after school club based on concerns raised by parents and staff (e.g. obesity concerns).</li> <li>• Need for staff to be 'upskilled' to help the delivery of PE across all areas.</li> <li>• Consideration needed for provisions for G&amp;T pupils.</li> </ul> |

| Meeting national curriculum requirements for swimming and water safety – Correct as of March 2018   | 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?   | 42%  |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 42%  |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 21%  |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way? | No, however, this will be a consideration moving forward as we critique our swimming provisions. |

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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.

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| <b>Academic Year:</b> 2017/18  |  | <b>Total fund allocated:</b> £17,110                                 |  | <b>Date Updated:</b> March 2018  |  |
| <b>Key indicator 1:</b> 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:<br>50% |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:  | Funding allocated:   | Evidence and impact:   | Sustainability and suggested next steps:   |  |
| <ul style="list-style-type: none"> <li>Development of lunchtime provisions.</li> <li>Free places offered on school clubs (after school).</li> <li>G&amp;T sessions offered weekly.</li> </ul>  | <ul style="list-style-type: none"> <li>Lunchtime provisions will provide extended activity opportunities for all children.</li> <li>Along with clubs offered by staff, one session a week to be ran by experienced coaches.</li> <li>Wednesday G&amp;T sessions to help target more able.</li> </ul>   | £5,940 (lunch time play leaders).<br><br>£1,650 (after school clubs) | <ul style="list-style-type: none"> <li>PE leader to monitor lunch provisions (pupil voice) and time on activities combined with enrichment sessions and indoor/ outdoor weekly PE slots (all children).</li> <li>Registers kept of children targeted for after school clubs and G&amp;T sessions.</li> </ul> | <ul style="list-style-type: none"> <li>50% (Lunchtime provisions, after school clubs, G&amp;T session.)</li> <li>Use play leaders in Y6 to continue with lunchtime provisions.</li> </ul>      |  |
| <b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement  |  |  |  |  | Percentage of total allocation:<br>33% |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:  | Funding allocated:   | Evidence and impact:   | Sustainability and suggested next steps:   |  |
| <ul style="list-style-type: none"> <li>CPD enrichment programme developed.</li> <li>Increased participation in competitive events.</li> <li>Baseline fitness measurement sessions for all children across school.</li> <li>Development of play leaders/ school council.</li> </ul> | <ul style="list-style-type: none"> <li>Children to be exposed to high quality PE lessons to help drive school forward.</li> <li>School improvement through raising the profile of the academy across district/ county events.</li> <li>Measurement impact tools implemented to check quality of provisions.</li> <li>School council and play leaders created to drive and improve standards further and empower children.</li> </ul> | £3,135 (CPD enrichment)<br><br>£1,500 (BLM package)                  | <ul style="list-style-type: none"> <li>Provisions benchmarked against attainment, progress, punctuality, attendance along with performances in summative assessments.</li> <li>Profile of subject developed with all children benefitting due to detailed programme implemented.</li> </ul>                  | <ul style="list-style-type: none"> <li>33% (CPD programme, BLM package, lunchtime provisions.)</li> <li>Measure impact against BLM results.</li> <li>School council to be embedded.</li> </ul> |  |

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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |   |  |   | Percentage of total allocation:  |
|  |   |  |   | 20%  |
| <b>School focus with clarity on intended impact on pupils:</b>   | <b>Actions to achieve:</b>  | <b>Funding allocated:</b>                      | <b>Evidence and impact:</b>   | <b>Sustainability and suggested next steps:</b>  |
| <ul style="list-style-type: none"> <li>CPD enrichment programme developed.</li> </ul>  | <ul style="list-style-type: none"> <li>All staff to spend a morning session (9-12) working with experienced coaches to benefit planning, delivery, assessments, G&amp;T provisions as well as targeting vulnerable children.</li> </ul>   | See above                                      | <ul style="list-style-type: none"> <li>Observations on staff after enrichment to measure impact.</li> <li>Staff questionnaires used to assess impact of CPD programme.</li> </ul>   | <ul style="list-style-type: none"> <li>20% (CPD enrichment programme.)</li> <li>Improvements made to planning and PE assessments.</li> <li>Staff more confident in teaching range of PE disciplines.</li> </ul>  |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>   |   |  |   | Percentage of total allocation:  |
|  |   |  |   | 35%  |
| <b>School focus with clarity on intended impact on pupils:</b>   | <b>Actions to achieve:</b>  | <b>Funding allocated:</b>                      | <b>Evidence and impact:</b>   | <b>Sustainability and suggested next steps:</b>  |
| <ul style="list-style-type: none"> <li>Enrichment mornings (weekly).</li> <li>Outdoor games delivered by external provider.</li> <li>Free out of school club – children targeted.</li> </ul> | <ul style="list-style-type: none"> <li>Enrichment sessions to change focus termly to make sure a range of sports are delivered.</li> <li>Pupils to continue to receive extra outdoor games sessions on a weekly basis in addition to enrichment.</li> <li>Club to rotate focus too with pupils targeted and offered free places on club.</li> </ul> | See above<br>£1,000 (outdoor games provisions) | <ul style="list-style-type: none"> <li>Drop-in observations (PE leader/ head).</li> <li>Register of vulnerable children created to analyse impact of targeting children.</li> </ul> | <ul style="list-style-type: none"> <li>35 % (CPD enrichment programme, outdoor games, after school clubs.)</li> <li>All pupils targeted for a club (at least one) during their time at Ankermoor. Register kept.</li> <li>More competitive events attended with increased confidence.</li> </ul> |
| <b>Key indicator 5: Increased participation in competitive sport</b>   |   |  |   | Percentage of total allocation:  |
|  |   |  |   | 35%  |
| <b>School focus with clarity on intended impact on pupils:</b>   | <b>Actions to achieve:</b>  | <b>Funding allocated:</b>                      | <b>Evidence and impact:</b>   | <b>Sustainability and suggested next steps:</b>  |
|  |   |  |   |  |

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| <ul style="list-style-type: none"> <li>• Closer links forged with Tamworth Sports Council.</li> <li>• Multi-academy trust competitive events implemented (Fierte Festival – summer 2018).</li> <li>• Enrichment/ after school clubs/ G&amp;T sessions will help prepare children for events.</li> </ul> | <ul style="list-style-type: none"> <li>• Range of tournaments identified and delivered.</li> <li>• Tournaments across KS1 and KS2.</li> <li>• Further competitive events planned across our trust</li> </ul> | <p>See above</p> | <ul style="list-style-type: none"> <li>• Children targeted across all year groups for events.</li> <li>• G&amp;T registers developed.</li> <li>• Pupil voice used to measure impact.</li> </ul> | <ul style="list-style-type: none"> <li>• 35 % (CPD enrichment programme, outdoor games, after school clubs.)</li> <li>• All pupils to be targeted for at least one competitive event over the next 4 terms (to Summer2019).</li> <li>• Regular fixtures played between trust schools.</li> </ul> |
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**Next steps/ other areas of spending:**

- New resources to be purchased which link with competitive events, focus for enrichment, after school clubs and G&T session (£1,500 approx.)
- Unique experiences - school sports council to plan whole school events, focusing on unique experiences. (£1,00 approx).
- All class teachers to be given money to organize a healthy eating workshop during the summer term (£150 per class approx..)
- Closer scrutiny will also be paid to swimming provisions and addressing any concerns/ issues outline on page 1.
- Parent questionnaires will also be sent to measure impact of provisions.
- Baseline measurement data, gathered from the start of the summer term, will also provide mechanisms to measure the impact of our PE provisions.