



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](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:
<ul style="list-style-type: none"> • Introduction of Premium Sports coaches to the PE provision of the school which has improved the standard of PE delivery across school. • Implementation of the School of Military to help improve behavior across school. • Bought into the St Helens Enhanced Service Level Agreement to help increase the amount of competitive sports competitions entered by the school. 	<ul style="list-style-type: none"> • Increase the level of extra-curricular sports on offer as after school clubs. • Provide more opportunities for children to participate in inter-school competitions. • Provide children with opportunities to participate in intra-school competitions. • Improve the standard of teaching in PE alongside teacher knowledge and confidence. • Increase the percentage of Year 6 pupils who meet the expected swimming standard.

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 metre?	39.2%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	53.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes/No Money to be allocated for this in the summer term.

*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.

Academic Year: 2017/18		Total fund allocated: £14,265		Date Updated: 04/04/2018	
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					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:	
<ul style="list-style-type: none"> Pupils working alongside specialist coaches being trained to become play leaders. Children in KS1 given the opportunity, additional to PE, for physical activity 3 times per day through scheduled break times. Children in KS2 given the opportunity, additional to PE, for physical activity 2 times per day through scheduled break times. 	<ul style="list-style-type: none"> Specialist external service – Premier Sports 		<ul style="list-style-type: none"> Will provide a more structured offering of activities for children during break times alongside ‘free play’. 	<ul style="list-style-type: none"> Develop a rota of different activities provided on set days. Pupil voice activity to find out what activities pupils would like available during break times. 	
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: 27.4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

<ul style="list-style-type: none"> • Improve the standards of behavior across school through high profile external mentorship that challenges root causes to poor behavioral choices, using physical activity as a key motivator. • Build capacity and capability within school to improve the standard of the delivery of PE and school sport. 	<ul style="list-style-type: none"> • Specialist external service – School of Military • Team teaching with professional coaches from Premier Sports and using exemplar plans for lessons as guidance. 	<ul style="list-style-type: none"> • £5250 	<ul style="list-style-type: none"> • Pupils have been keen to engage in sessions with the School of Military mentors which has improved their general behaviour in class as they want their mentor to receive a positive report from their class teacher. • Strategies to deal with situations that pupils’ find difficult are beginning to impact on behavior as they are now begging to show better control and decision making skills. 	<ul style="list-style-type: none"> • Children to continue working hard to use their strategies for control. • School of Military to continue to work alongside pupils that are struggling to control their behaviour. • Questionnaire to be sent out to staff to assess the impact this has had on their confidence in teaching PE. • Questionnaire to be sent out to pupils to assess how they feel about PE and what skills they believe they have developed as a result of working with Premier Sports.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Build capacity and capability within school to improve the standard of the delivery of PE and school sport. 	<ul style="list-style-type: none"> Specialist Teachers and sports coaches to work with teachers to increase pupils' access to new sports, dance and other physical activity. Teachers to participate in team teach lessons alongside specialist coaches. 	<ul style="list-style-type: none"> £4365 	<ul style="list-style-type: none"> Teachers are becoming more confident in teaching sports sessions as a result of teaching alongside coaches. Standard of PE teaching has improved. Pupils' skills are developing at a faster rate as a result of improved teaching. 	<ul style="list-style-type: none"> PE subject Leader to identify any staff who need further support and to provide appropriate professional learning. Further professional learning opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning. Attend PE Subject leader networks with colleagues at other schools to encourage ongoing sharing of good practice across schools. Analyse assessment data to identify if there has been an improvement over time. Questionnaires planned for staff and pupils; in the summer term to gain impact evidence.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8.7%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop and increase the PE and sports activities available to pupils. 	<ul style="list-style-type: none"> Specialist external service – Premier Sports Specialist external service – Learn to Play Live Specialist external service – School of Military Edge Hill Trainees providing a range of sports clubs/activities 	<ul style="list-style-type: none"> £1680 	<ul style="list-style-type: none"> Additional clubs have been offered at lunch times from the EHU students. Additional sports clubs planned to run at lunch times during the summer term to provide more varied opportunities for physical activity within the school day. Pupils have accessed a variety of activities provided by the external parties that would not usually be available to the school and has therefore increased physical activity and provided additional opportunities. 	<ul style="list-style-type: none"> Develop timetable of physically active extra-curricular clubs (in line with staff personal interests.) Student voice – ask pupils what physical activity opportunities they would like to be able to access.

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	15.5%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increase levels of participation in competitions and extra-curricular sport. 	<ul style="list-style-type: none"> Provide daily extra-curricular sport activities and groups. Embed physical activity into the school day – lunch times, breaks, to and from school. Partner with other schools via the St Helens SLA to access an increased range of competitive sporting 	<ul style="list-style-type: none"> £950 	<ul style="list-style-type: none"> Football clubs are offered on a weekly basis across key stages. Lunchtime clubs targeting sports for upcoming competitions are offered to allow children to practice necessary skills. Liverpool FC Year KS1 football tournament entered. 	<ul style="list-style-type: none"> Participate in cluster competitions. Continue to access the St Helens Service Level Agreement competitions. Develop intra-school competitions within year groups and/or key stages.

	<p>opportunities for all age groups; ensuring appropriate transport arrangements.</p> <ul style="list-style-type: none"> • Staff with specialist knowledge/skills in specific sports to be utilised for extra-curricular sports clubs. 	<ul style="list-style-type: none"> • £2,020 	<ul style="list-style-type: none"> • A variety of cricket competitions have been entered to take place in the summer term. 	
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