

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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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](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 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:  |
|---|---|
| <ul style="list-style-type: none"> <li>• Implementation of a twice weekly aerobic club at lunchtimes</li> <li>• High quality sports coaches working alongside teachers</li> <li>• Continuous updating of sports equipment to ensure national curriculum coverage as the phase continues to grow</li> <li>• Use of secondary phase equipment and space to broaden range of sports offered</li> <li>• Inter school sport matches offered to pupils</li> <li>• Trialling of the Daily Mile</li> <li>• Increased offer of sports clubs before, during and after school</li> </ul> | <ul style="list-style-type: none"> <li>• Participation in 'School Games' to ensure pupils have more exposure to competition</li> <li>• Embedding the Daily Mile across school life to ensure all pupils participate in physical activity daily</li> </ul> |

| 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 metres?<br><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school. | n/a – no Y6 cohort in 2018/19     |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  | n/a – no Y6 cohort in 2018/19     |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | n/a – no Y6 cohort in 2018/19     |

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?

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: £20, 050 |  | Date Updated: 18 / 9 /19                 |                                      |
|--|---|--------------------------------|--|--|--------------------------------------|
| <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>% |
| 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>Further trial and embed the Daily Mile into daily school life by the summer term to ensure all pupils participate in 15 minutes of extra physical activity a day</li> <li>Develop whole school fitness models to ensure consistent and full participation in vigorous activity each day.</li> </ul> | <ul style="list-style-type: none"> <li>Trialling of Daily Mile for KS2 pupils in Spring Term</li> <li>PE lead to strategically plan for routes and timetabling</li> <li>Staff meetings led by PE lead to ensure clarity over timings and main benefits</li> <li>The creation of timetable of fitness activities across the school daily to include Daily Mile – lunch activities and dance exercise 3 x weekly</li> </ul> | £500                           | <ul style="list-style-type: none"> <li>All pupils involved in 15 minutes of extra activity a day</li> <li>All pupils involved in 15 minutes of extra activity a day</li> </ul> |  |                                      |
| <b>Key indicator 2:</b> The profile of PE/SPA being raised across the school as a tool for whole school improvement  |   |                                |  |  | Percentage of total allocation:<br>% |
| School focus with clarity on intended <b>impact on pupils</b> :  | Actions to achieve:   | Funding allocated:             | Evidence and impact:   | Sustainability and suggested next steps: |                                      |

|  |   |           |   |  |
|--|---|-----------|---|--|
| <p>Introduce new PE lead across the primary phase with responsibilities for promoting the curriculum and ensuring Sports Premium expenditure targets are met</p> | <ul style="list-style-type: none"> <li>• PE lead mentored by wider curriculum lead</li> <li>• Timetabling of whole school events and subject lead release time</li> <li>• Timetabled release time for sports lead and mentor</li> </ul> | <p>£0</p> | <ul style="list-style-type: none"> <li>• Action plan targets met and new initiatives/drives are sustained into next financial year of sports expenditure</li> </ul> |  |
|--|---|-----------|---|--|

| 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: |
| <ul style="list-style-type: none"> <li>• Use of Fit for Sports coach, Primary phase PE lead and specialist teachers from the secondary phase to develop the teaching of PE through co-teaching and modelled sessions to class teachers</li> <li>• PE lead to plan the intent for the PE curriculum ensuring it is a progress model and that domain specific skills are explicitly taught</li> <li>• Link with secondary phase to implement a coaching unit for Y10 and 11 pupils' OCR Sport Studies course alongside secondary specialist teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Timetabling modelled sessions by Fit for Sport coach for KS1 and 2 and PE lead for EYFS</li> <li>• Timetabling PE sessions at secondary site where teachers can observe specialist practitioners with primary students</li> <li>• Research high quality PE schemes</li> <li>• Liaison with PE lead at secondary site</li> <li>• Development of knowledge organisers for 3 key areas which are revisited year on year</li> <li>• Training of staff in implementation of Kos and LTP</li> <li>• Liaison with secondary sports lead</li> <li>• Timetabling of sessions and targeted co teaching</li> </ul> | £12,000            | <ul style="list-style-type: none"> <li>• Better quality provision during PE sessions when they are led by class teachers</li> <li>• Outcomes in PE sessions show progression in skills across Key Stages</li> <li>• Better quality provision during PE sessions when they are led by class teachers</li> <li>• Outcomes in PE sessions show progression in skills across Key Stages</li> <li>• Clear planning and knowledge organisers in similar format to high quality documents from the wider curriculum</li> <li>• Better quality provision during PE sessions when they are led by class teachers</li> </ul> |  |
| 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: |
|--|---|--------------------|---|--|
| <ul style="list-style-type: none"> <li>Use of secondary site provision to ensure pupils have access to sports which are restricted in the primary site</li> <li>Further zone the playground to ensure that team sports and physical activity is part of the culture during lunch breaks</li> </ul> | <ul style="list-style-type: none"> <li>Timetable for class visits to secondary site created, focusing on sports coverage not on offer in primary phase due to lack of specialist equipment/space</li> <li>MMS trained by sports lead</li> <li>Specific areas of playground zoned</li> <li>Pupil ambassadors set up to self regulate team sport zones</li> </ul> | £2,000             | <ul style="list-style-type: none"> <li>Pupils access sports requiring specialist equipment/space, such as trampolining and gymnastics</li> <li>Pupils have access to at least two more team sport activities every lunch break</li> </ul> |  |

|  |                                 |
|--|---------------------------------|
| <b>Key indicator 5: Increased participation in competitive sport</b> | 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"> <li>To participate in the Lewisham School Games events</li> <li>To re-introduce termly intra school competitions for the sport of the</li> </ul> | <ul style="list-style-type: none"> <li>PE lead to research School Games model and introduce a focus sport competition each term, initially run by adults</li> <li>Sign UKS2 teams up to inter school competitions in Local Authority</li> <li>Cover and timetables created for inter school sports events</li> <li>Application set up for Bronze Award to ensure we are a host site next academic year</li> <li>Liaison with FFS coaches</li> <li>Timetabling ringfenced sessions</li> </ul> | £5, 505            | <ul style="list-style-type: none"> <li>Participation in local Sports Games events</li> <li>Portfolio begun for attaining Bronze Award for School Games</li> <li>3 Intra school sports competitions have taken place</li> </ul> |  |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>term</p> <ul style="list-style-type: none"> <li>• To introduce a shared Y6 / 7 / 8 Sports day which is held at a local athletics venue to create a more competitive element</li> </ul> | <ul style="list-style-type: none"> <li>• PE lead organised events</li> <li>• Training for staff and pupils in rules specific to sport</li> <li>• Pupil referees training by sports lead and HLTA</li> <li>• Liaison with Sports lead in secondary site</li> <li>• Venue booked</li> <li>• Exposure to new events in the Summer term so pupils are ready for competition</li> </ul> |  | <ul style="list-style-type: none"> <li>• Pupil voice activities indicate that Sports Day is more competitive and involves more age appropriate sports</li> </ul> |  |
|---|--|--|--|--|