

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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:

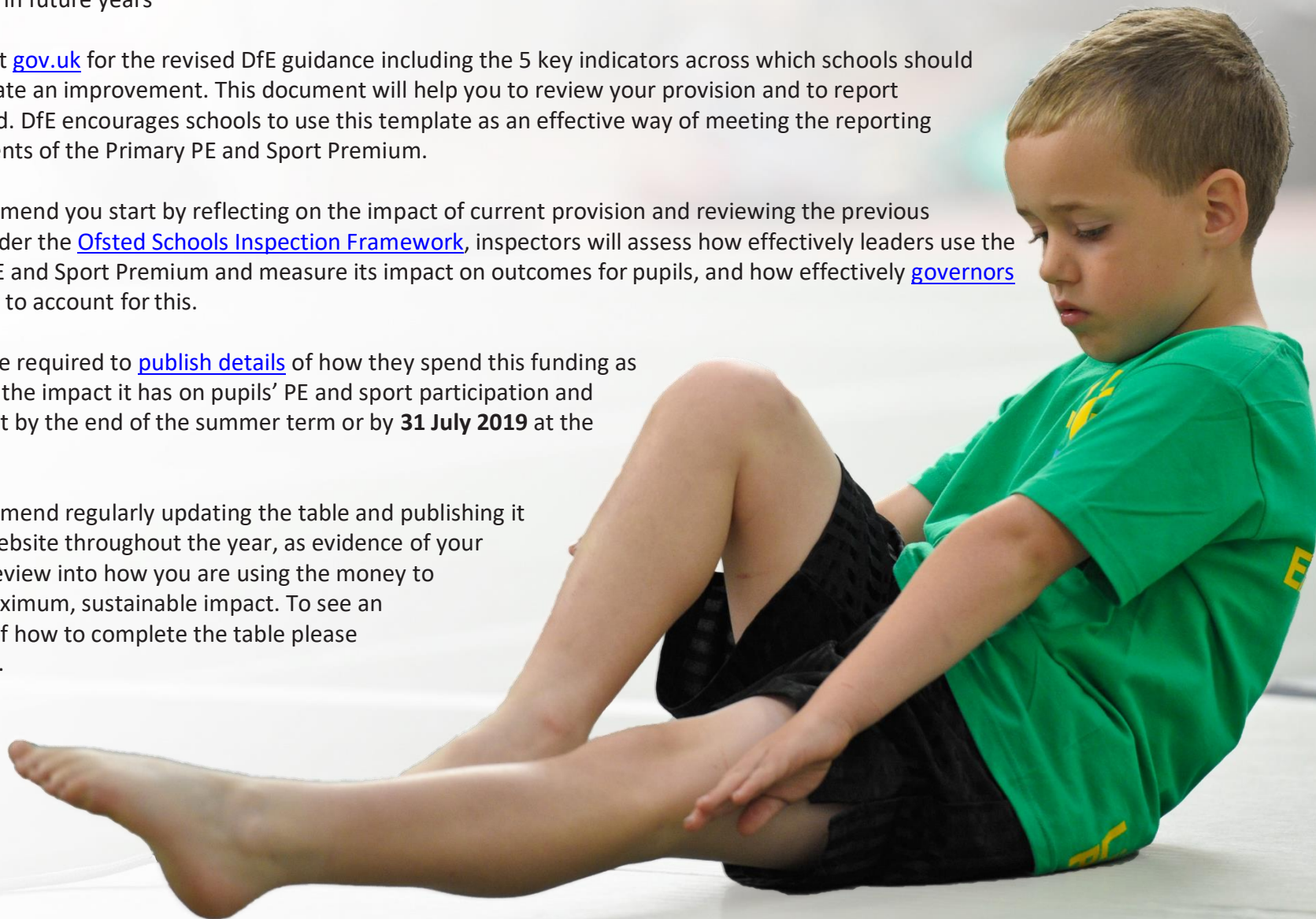
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:
<ul style="list-style-type: none"> • After school clubs are running every half term and open to all children. • More participation in competitions. • Internal competitions taking place every week with the incentive of winning house points. • Play leaders are now established in their roles and time tables issued. Lower behavioral problems. • Clear links with AVFC and SGO. • Healthy Eating Club for parents and children. • Inclusive competitions for all ability groups. • Youth Sports Trust Silver Award. • School Games Gold Award. 	<ul style="list-style-type: none"> • Higher impact and attainment needed for KS2 children in swimming. • Observation of KS1 and KS2 staff delivering PE lessons. • CPD to be given to NQT and newly qualified teacher. • TA's to ensure they are supporting at least 1 PE lesson a week to ensure consistency and impact. • More variety of after school clubs offered to children.

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	20%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%

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 – We have identified a lack of swimming skills in our current year 5 cohort and because of this have offered extra swimming lessons to ensure children’s confidence, skills, strokes and self-rescue techniques are enhanced.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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"> - PE Lead to establish a clear relationship with children's likes and dislikes within sport. - 4 Sports Captains to aid and assist play leaders every play time. Gaining strong links with other establish professional sports associations. - Ensuring that all children have the opportunity regardless of ability to compete in competitions and tournaments. - Increase PE equipment in school in order to increase the range of sports and PE offered in after school clubs. - Physical education, School Sport and Physical Activity being at the forefront of school ethos. - Using expert advice to evaluate 	<ul style="list-style-type: none"> - Questionnaires to be submitted to all children raising awareness of their likes and dislikes within sports and PE lessons. - Sports captains to address any issues their class may have with regards to PE lessons. - PE Lead to form close relationships with professional sports associations to provide sports activities and competitions for all children. - Advice from SGO, AFPE and YST to ensure consistency and also provide best result for profile of sports and PE - Physical development as well as mindfulness and mental health awareness are taught through specialised coaches. 	<ul style="list-style-type: none"> £600 £2500 £3400 	<ul style="list-style-type: none"> - Questionnaires to be looked at and meetings with Sports Captains to maintain a pupil voice within sports. - Clear links with AVFC and School Games Organiser and also having a time table of events for the year. - SEND children to compete in tournaments and competitions. - Increased visits to and from local and National sports clubs and local partners - Memberships taken with AFPE and YST to show an impact of the raised profile - Profile raised through the media and also partner links websites. 	<ul style="list-style-type: none"> - Termly meetings with the sports captains and PE Lead to maintain strong links with children's opinions. - Continued meetings with AVFC and SGO. - Continued highlighting of Tame Valley Academy to other professional sports association. E.g. Wolverhampton University, BBC,

strengths/weaknesses and implement plans for improvement				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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"> - Improved quality of children's physical education in Key Stage 1 and 2 to ensure they are competent and confident. - Improved role modelling of healthy active lifestyle behaviours by all school staff to reach all children. - Growth in the range of provision and sports activities. 	<ul style="list-style-type: none"> - Employment of additional specialist sports coaches to provide CPD for teachers on how to incorporate physical activity into lessons such as Phonics and PSHE in a cross curricular way - PE subject leader to provide updates throughout the year in staff meetings. - PE subject leader to plan and undertake a series of lesson observations and/or team teaching with Key Stage 1/2 teachers to look at teaching, learning and assessment in physical education. - PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. - PE subject leader and Key Stage One/two teachers to discuss positive outcomes and what areas there are for development. - Professional development in subject leadership for PE subject leader. 	£5000	<ul style="list-style-type: none"> -The focus of lessons are now child centred and as a result pupils are engaged and are keen to learn and improve. - As a result pupils made good or better progress both in lessons and over time (see teachers' planning and records). - At the end of Key Stage One Emerging- Expected- Exceeding- - Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they really enjoyed PE. - PE lead has introduced a new extra-curricular club to encourage pupils who don't normally take part. 	<ul style="list-style-type: none"> - PE subject Leader to support new staff in school with planning for delivery of physical education. - Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment. - 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. - PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils. - PE Subject leader networks with colleagues at other schools/Professional Sports Coaches to encourage ongoing sharing of good practice across schools. - On-going buddy support between TAs and teachers input to nurture and embed learning.

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> <ul style="list-style-type: none"> - All children to have the opportunity to compete in sports activities that would otherwise be unavailable to them. - After school clubs to be run and open to whole year groups with their opinions on activities to be paramount to ensure increased participation and a broader range of activities and sport. - Increase of PE equipment in school in order to increase a range of sports and PE activities 	<ul style="list-style-type: none"> - Continued meetings with SGO to ensure participation in sports activities. - PE Lead to discuss with other professional sports associations to provide opportunities for children to participate in these sports. - PE lead, through meetings with children, to investigate a range of sports and activities for pupils to compete in. - After School clubs to have registers. - After school clubs to be chosen by the children e.g the club with the highest interest. - Increase in the range of PE equipment available to the school. - All pupils will have access to at least one sports or PE after school club. 		<ul style="list-style-type: none"> - Time tabled events/competitions throughout the school year that has a clear variety of differing activities for the children to participate in. - SEND children to have opportunities to participate in a broader range of sports. - After school clubs have a consistent number of participants for each club. - Questionnaire completed by the children showing a much improved attitude towards the activity. 	<ul style="list-style-type: none"> - Continued positive relationships with professional sports associations.
Key indicator 5: Increased participation in competitive 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"> - More opportunity for children to participate in competitive sport. - More opportunity for SEND children to compete in competitive sport. - Increase participation for KS1 children to compete in competitions. 	<ul style="list-style-type: none"> - Professional conversations and meetings with SGO and AVFC to discuss participation of KS1 and 2 children in competitions and tournaments. - More availability for staff to attend competitions. - Availability of transportation and costing. - Internal School competitions. 		<ul style="list-style-type: none"> - Increased participation in competitions. - Increased number of children attending competitions. - Improved links with other local and ECMAT schools. - Pupil voice, questionnaires and certificates. - Registers of children participating. - Medals and certificates. 	<ul style="list-style-type: none"> - Continued meetings with SGO and other professional sports associations. - Continued meetings with sports captains/play leaders to maintain participation in competitive sports.
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