



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.

A NUMBER OF AREAS OVERLAP WITH EACH OTHER SO IT IS NOT POSSIBLE TO BREAK DOWN EXPENDITURE INTO THE 5 AREAS – SEE COSTINGS AT THE END OF THE DOCUMENT

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
|---|---|
| <ul style="list-style-type: none"> • Development of a netball team who play competitively against other schools and at tournaments on a regular basis with an excellent track record of success; • High quality gymnastics instruction; • Participation in local schools swimming gala, with improved performance each year; • Staff training to enable confident teaching of an improved range of sports; • Improved confidence in swimming over 25 metres using a range of strokes and in using self-rescue skills. • Get Fit for life Club very well attended with impact on healthy eating and exercise; • Addition of 15 minutes daily aerobics at the beginning of every day. • Lunch-time supervisors leading and engaging in a range of physical activities during play times. • Taster weeks for squash, with children taking it up outside of school. • Membership of, and use of Shipbourne and Plaxtol Tennis club. | <ul style="list-style-type: none"> • Addition of rookie lifeguard style training for year 6 to further improve confidence and collaborative working; • School council to deliver a range of sporting activities at lunch times to help develop focus and strategic team-thinking as well as raise fitness levels; • Development of adventurous activities prior to year 5/6 residential trip; • Tennis/golf coaching; • Consider cross-country running; • Further develop swimming across a greater distance in year 5/6, perfecting weaker strokes ready for annual gala; • Football team coaching; • Improve balance and co-ordination. |

| 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? | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?] | 100% |

| | |
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| 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 Development of swimming over more than 25 metres to build stamina and fitness. |

*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 to date: £9, 631 | | Date Updated: April 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: | |
| To raise the level of daily exercise to improve fitness and stamina and to develop focused engagement in PE lessons; | <ul style="list-style-type: none"> • Use of two sports coaches to lead sessions that engage all children in a range of sports and sustained physical activity; • Provide daily 15 minute aerobics using Jump Start Jonny; • Develop playground games at break and lunchtime; • Run Fit for Life Club, Multiskills Club, Gymnastics Club and ensure at least 15 children attend; • Ensure children are using a range of equipment to play and create a range of physically demanding games; • Children able to plan and evidence healthy eating and living | | <ul style="list-style-type: none"> • Observed PE lessons show excellent engagement and children who are showing stamina and improving skills; • Children now able to sustain involvement in aerobic routines for longer and with more co-ordination; • Observed playtimes evidence excellent use of equipment, with games being devised as teams; • High attendance for all clubs from a range of ages, including vulnerable groups. | <ul style="list-style-type: none"> • All strategies to continue – well embedded into school and engagement rate is high; • Develop School Council to timetable/deliver new games on to the playground and to develop leadership/coaching skills; • Develop a football team who play competitively; • Continue to develop children’s understanding of healthy living and how they can make their own informed choices. | |
| 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: |
| | | | | | % |
| 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 the PE curriculum by introducing a range of new skills in order to ensure children make rapid progress both individually and as part of a team.</p> <p>To monitor and assess the impact of PE and sport throughout the school year.</p> | <ul style="list-style-type: none"> • SLT to provide a range of new skills/ activities; • SLT to liaise with coaches to ensure best possible provision; • SLT to monitor a range of PE lessons across the year; • Sports Relief Day run by School Council plus annual Sports Day; • Introduce new whole school workshops; • Improve monitoring of pupil voice for PE. | | <ul style="list-style-type: none"> • 100% of PE lessons observed show good practice and a high level of engagement; • Swimming gala and netball matches/tournaments well attended with children keen to take part and step out of their comfort zone – growth mindset; • Excellent involvement in Sports Relief Day and Sports Day, with children keen to have a go at everything; • Golf and tennis booked for summer term; • Gymnastics firmly embedded. | <ul style="list-style-type: none"> • Strategically plan prior to next academic year to ensure greater coverage throughout the year; • Improve additional provision for EYFS/year 1 |
|---|--|--|---|--|

| 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: |
| To ensure all classes receive high quality PE teaching that matches the external provision where possible, so that children are able to improve skills and performance both individually and as part of a team. | <ul style="list-style-type: none"> All teachers to observe weekly coaching, including swimming and implement skills and strategies into own teaching practice; SLT to monitor provision through lesson observations and planning scrutiny. | | <ul style="list-style-type: none"> Lessons observed during informal learning walks show confident teaching and good pupil engagement; Children look forward to PE lessons. | <ul style="list-style-type: none"> All teachers to develop a wider range of provision through more strategic planning across the year. Timetables to be reviewed to ensure PE takes place when it should. |
| 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: |
| To widen the range of skills developed through the introduction of new sports plus a greater focus on those that have historically been less developed: <ul style="list-style-type: none"> Tennis; Swimming; Gymnastics coaching; Circus skills; Skipping; Golf; Water rescue. | <ul style="list-style-type: none"> Contact local providers; Timetable provision across the year; Review impact and provision regularly. | | <ul style="list-style-type: none"> Excellent skills development in gymnastics provided by Beaming Stars and EMC academy; Children are keen to try new skills and focus on improving their performance; Children attend a range of clubs outside of school and show real enthusiasm and determination to achieve. | <ul style="list-style-type: none"> Not all provision secured during this year – timetable for 2018/19 where gaps have occurred. Devise a rolling programme of additional provision to maximize opportunity; Make enquiries for providing adventurous activities to KS2 prior to residential trip. |
| 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: |

| | | | | |
|---|--|--|---|--|
| <p>Children from across KS2 are confident to develop new skills and take part in sporting competitions.</p> | <ul style="list-style-type: none"> • Development of netball team through focused coaching; • Range of children from year 3-6 attending netball club; • Contact local schools to arrange fixtures; • Ensure coaching of team occurs throughout the year; • Attend at least two tournaments and run a collaboration tournament; • Coach older swimmers prior to attendance at local schools swimming gala. • Attend local schools gala. | | <ul style="list-style-type: none"> • Netball Club attended by a range of ages, including vulnerable groups; • Excellent track record of success; • Attendance at Weald Tournament and coaching and tournament at Kent College; • Hosting of collaboration tournament with excellent attendance and good team attitudes – all playing at a high level; • Improved success in swimming gala, with children stepping out of their comfort zone. | <ul style="list-style-type: none"> • Continue all strategies, acting on lessons learnt and widening schools who meet for matches; • Provide/ attend coaching led by local secondary schools; • Develop a football team; • Source a new netball kit to improve profile of our team. |
|---|--|--|---|--|

| PROVISION | ANNUAL EXPENDITURE 2017-18 |
|--|----------------------------|
| Possible EMC ACADEMY inc. staff training | £2925 |
| SPORTS COACH inc. Staff training | £2622 |
| NETBALL TEAM KIT AND EQUIPMENT | £257 |
| TROPHY | £18 |
| ADDITIONAL SWIMMING (Year 2/3) | £1000 |
| ADDITIONAL SWIMMING (Year 5/6) | £480 |
| TRANSPORT subsidy | £500 |
| GOLF | £400 |
| TENNIS | £400 |
| GYMNASTICS | £1100 |
| WATER RESCUE | £200 |
| AEROBICS | £150 |
| STAFF RELEASE for CPD | £300 |
| CLUBS | £100 |
| | Total 10,052 |

Possible Future Spending:

- Re-surfacing sport's court
- Archery
- Squash coaching
- Skipping workshop and purchase of ropes
- Develop playground games
- Netball kit
- Football team coaching