



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 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:
<p><b><i>Playground Leaders</i></b>  <b><i>Free Clubs -access for all</i></b>  <b><i>Silver award in Sports Mark</i></b>  <b><i>Booster sessions</i></b></p>	<p><b><i>Application of skill to competitive games for KS1 children</i></b>  <b><i>Increased participation for girls in sports</i></b>  <b><i>Change 4 Life opportunities for less active children</i></b></p>
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	<b>YEAR 3: 68%</b>
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	<p><b>YEAR 3: 68%</b>  <b>YEAR 3: 80% Front crawl and backstroke</b></p>
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	<b>100%</b>
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?	<b>Yes/No</b>

## 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: £18,400		Date Updated: April 2018	
Key indicator 1: The engagement of all 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: 3.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<b>Children are more active throughout lessons.</b>	Use Go Noodle for 10 minutes every morning before registration.	£0	Children regularly ask for Go Noodle and demonstrate enthusiasm towards many of the guided dance routines. Children learn about their bodies through aspects of the site, e.g. My Racing Heart. It has supported “wet playtimes” and kept children active.	During Sports Week, reset each class’s champ and see who can have the most active minutes.	
	All class teachers to complete heatmap via School Games website to identify least active times of the day and plan to alter this.	£0	Staff aware of the times of each day that their class may need a more practical element/lesson or merely a “brain break” to keep moving.	PE coordinator used heatmap and realised there was a pattern in inactive lessons. Share ideas on how this was addressed.	
	PE Leader to subscribe to the Maths of the Day subscription.	£594	Children access the National Curriculum in a more active	Share ideas with staff on how to make all lessons	

	<ul style="list-style-type: none"> <li>- PE Leader as class teacher in Class 3 to implement No Chair Tuesday through Maths of the Day Scheme.</li> <li>- Make staff aware of scheme and demonstrate ease of website.</li> </ul>		<p>way, games can be used in both Maths and PE. Impact has been seen in other areas of the curriculum now that ideas for active lessons have been trialled.</p> <p>Trialling “No Chair Tuesday” in maths lessons which has seen all pupils in the lessons actively engaged in a maths activity which requires physical activity.</p>	<p>more active.</p>
<p><b><i>Children use higher activity levels during outdoor play.</i></b></p>	<p>Staff to implement games during Key Stage 1 Afternoon Playtime.</p>	<p>£0</p>	<p>Afternoon Play increases the KS1 pupils’ daily outdoor activity from 55 minutes a day to 1 hour 10 minutes. Children more enthusiastic and have expressed enjoyment when adults join in. Regularly ask staff to play the games they have been introduced to.</p>	<p>Promote independence now that the children can select players and follow rules without support.</p>
<p><b><i>Improved behaviour/interest at playtimes due to Y4 playground leaders.</i></b></p>	<p>Year 4 to complete Playground Leaders course and implement activities during morning playtimes.</p>	<p>Included in SLA.</p>	<p>Children actively engaged and more active during outdoor playtimes.</p>	<p>Work with Playground Leaders to develop the rota most effectively – what works? What doesn’t?</p>
<p><b><i>Fewer children trying to stay inside at play times due to more options on the yard; higher</i></b></p>	<p>PE Leader to produce outdoor display board and rota for Playground Leaders to use.</p>	<p>£0</p>	<p>Children use suggestions from board to take part in activities that raise their heartrate and ensure they</p>	

<p><b>activity levels for all children.</b></p> <p><b>Children aware of the need for daily activity due to staff CPD.</b></p>	<p>Communicate with PTFA about use of board.</p> <p>PE coordinator attending half termly citywide meetings. <i>March 2018 – Active 30 Minutes.</i></p> <p>PE coordinator half termly meetings with SLA to meet yearly requirements.</p>	<p>Included in Gold SLA.</p>	<p>are active.</p> <p>Y1 children, when asked by PE coordinator, know they need 1 hour of exercise daily, sleep, water and balanced diets to stay healthy.</p>	<p>Most children keen to lead an active lifestyle and try hard in PE lessons. Look at ways of supporting the less active KS1 children – early intervention.</p>
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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:
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				18.75%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b><i>Children understand the importance of leading a healthy active lifestyle.</i></b>	<ul style="list-style-type: none"> <li>- Take part in Joe Wicks Schools Week</li> <li>- Implement a whole school Run, Jog, Walk.</li> <li>- Advertise for the Cancer Run</li> </ul>	£0 £0 £0	Provided whole school with opportunity to take part in The Body Coach Schools workout. Used Twitter to advertise Cancer Run; had children sign up through a team name to track number of those who took part.	Follow Body Coach and Cancer Run on Twitter to hear about future events.
<b><i>Children are confident and competent in PE so as to continue to enjoy sport as they grow and develop into adults.</i></b>	Purchase SLA Gold Level Package. All year groups to have opportunities to attend Healthy Lifestyle Festivals.	£2950 Coach: 5 x £100 = £500	The profile of PE and Sport was raised across the school as all children have the opportunity to take part in an activity, regardless of sporting abilities. Children used skills they have developed in PE to get their bodies active and try new aspects of Multi Skills and dance.	Repurchase the same level package next academic year to allow all children an opportunity to try different events.
<b><i>Increased female attendance/participation in sport with clubs before school.</i></b>	Take a survey of which girls would attend a club before school; highlight less active children. Run a half termly intervention teaching a sporting activity chosen by the girls.	Setup included in Gold SLA.	Y4 girls have a variety of sport interests to take forward and maintain in middle school.	Re-survey the female pupils and learn what they would like in future.
<b><i>Increased wellbeing and</i></b>	PE Coordinator to work with	Activity	Children aware of their own	--- July 2018 ---



<p><b>attention for all children.</b></p>	<p>PSHE coordinator to rebrand Sports Week with some wellness activities – consider Healthy Bodies, Healthy Minds.</p>	<p>dependent.</p>	<p>wellbeing and their emotions. Children use exercise to contribute to these positive feelings.</p>	
<p><b>Children aware that there is a PE noticeboard updated with pictures and events.</b></p>	<p>All staff to show children during a PE lesson where the board is, and highlight the core values.</p>	<p>£0</p>	<p>Children understand the core values of PE and Sport, and use these daily.</p>	<p>Children to maintain these values and discuss throughout future lessons.</p>
<p><b>Increased interest from children in sporting activities by communicating the importance of an active lifestyle with parents via school blog, newsletter and Twitter.</b></p>	<p>Staff to regularly blog and Tweet about sporting events. Submit any events/achievements for the school newsletter.</p>	<p>£0</p>	<p>Parents aware of the impact physical activity is having on their child(ren).</p>	<p>Parents attended dance festival and were impressed by the standard of the children. Comments passed on promotion of being active and increased confidence in some children.</p>
<p><b>Children enjoy sports outside of school due to promoting local links with parents via school blog, newsletter and Twitter.</b></p>	<p>Staff to regularly send written information home advertising local sporting activities.</p>	<p>£0</p>	<p>Parents aware of vast options in local area and can apply for a space for their child(ren).</p>	<p>Children gaining their further 30minutes outside of school. Continue to advertise.</p>
<p><b>Children enjoy a different variety of sporting events each half term.</b></p>	<p>PE Coordinator sends out detailed email each half term to all staff including events and CPD.</p>	<p>£0</p>	<p>Staff aware and able to plan around these events. Timeframe allows for practice through PE or lunch time intervention.</p>	<p>Continue to send half termly email as all AFS staff are aware of possible events and children have been able to attend more activities with larger timeframes given. Staff willing to participate and communicate with PE coordinator when they need advice/CPD.</p>
<p><b>Children are coached by knowledgeable staff who promote the importance of Physical Education.</b></p>	<p>All staff are aware of any activities the children are to attend and offer their expertise/assistance where possible. Staff offered CPD and</p>	<p>3 x CPD included in Gold SLA.</p>	<p>Staff confidence and knowledge increased – new ideas and keenness to teach outstanding PE to the pupils.</p>	



	accept where they see fit.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1.79%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b><i>Pupils receive well planned and resourced PE lessons, allowing them to become more confident and competent across the PE curriculum.</i></b>	<ul style="list-style-type: none"> <li>- Whole staff professional development to include teachers, teaching assistants and lunchtime supervisors.</li> <li>- PE coordinator to attend half termly meetings with SLA, and citywide CPD.</li> <li>- Confidence surveys to identify CPD at beginning of year.</li> <li>- Staff attend HAL events to magpie ideas and develop PE lessons.</li> </ul>	<p>Included in Gold SLA</p> <p>£0</p>	<p>Staff attended professional development afternoon which resulted in increased confidence in multi skills lessons and understanding of assessment data.</p> <p>PE coordinator feels supported in her role and is able to delegate PE curriculum to a knowledgeable staff team. PE coordinator regularly attended Gosforth Trust meetings and also Citywide Networking meetings to develop good practice and share with staff.</p>	<p>PE coordinator to support new staff in school with planning for delivery of physical education. Re-take the confidence surveys to track staff progression at end of year.</p> <p>Arrange future team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment across PE curriculum.</p>

<p><i><b>Pupils' developmental stages are noted through assessments carried out by SLA. Used to support planning – progressions and pupil's improvements from previous year.</b></i></p> <p><i><b>Pupils are offered sporting activities that they are interested in. Therefore there is a greater uptake.</b></i></p>	<ul style="list-style-type: none"> <li>- PE coordinator to work with PE and Sport Service to deliver in lesson support to teachers. Teachers to discuss positive outcomes and what areas there are for further development.</li> <li>- PE Leader to purchase Skills 2 Play cards to provide staff with new lesson ideas that they children can access competently.</li> </ul> <p>Children to be assessed by SLA. Staff to use assessments to select target children in PE lessons. Staff to consider how they can intervene in other lessons also.</p> <p>PE coordinator to meet with a range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject, and to investigate which clubs they would like to try. PE coordinator to plan and undertake team teaching with</p>	<p>£25p/h: 6 x weeks Y1 = £150</p> <p>£180</p> <p>Included in Gold SLA</p> <p>TBC – sport choice dependent.</p>	<p>As a result pupils made good or better progress both in lessons and over time (see teachers' planning and records).</p> <p>PE provision audit supported PE leader in finding the gaps in PE provision/resources.</p> <p>All pupils were assessed by external agency feedback of data highlighted target children in lessons. Booster session analysis demonstrated improvement.</p> <p>The focus of lessons are now child centred and as a result pupils are engaged and are keen to learn and improve. Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they</p>	<p>PE coordinator to identify any staff who need further support and to provide appropriate professional learning.</p> <p>Further professional learning opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning.</p> <p>PE coordinator to monitor and to provide support as appropriate to ensure progress and achievement are maintained by all pupils.</p> <p>PE Coordinator networks with colleagues at other schools to encourage ongoing sharing of good practice across schools.</p>
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	Year 1 staff to look at teaching, learning and assessment in physical education.		really enjoyed PE.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Increased participation of girls in sports.</b></p> <p><b>Pupils access a variety of sports within and beyond PE lessons.</b></p> <p><b>Pupil experience in school leads to a take up of sporting activities outside of school.</b></p> <p><b>Pupils access a curriculum with a wide variety of activities which change each year.</b></p> <p><b>PLEASE SEE EXTRA-CURRICULAR TIMETABLE.</b></p>	<p>Change 4 Life Girls Club. Girls to vote on what they would like to do over a half term/ six activities they'd like to complete.</p> <p>External agencies to be employed to offer a variety of sports to pupils, both during the school day and as an extracurricular option.</p> <p>Pupils signposted via Twitter and written letters to local sporting clubs/events.</p> <p>Taekwondo Gymnastics Football LS Multi skills x 2 clubs, plus a mini tennis club (2017-18) Dance Cross Country Yoga Netball Tag Rugby</p>	<p>£0. Setup included in Gold SLA.</p> <p>£760 Sep-Mar External £1000</p> <p>£2,225 £0 £0 £175 x2= £350 £0 £1140</p>	<p>Pupils choose to experience a variety of sports and find an activity they enjoy taking part in. Clubs are regularly subscribed to voluntarily.</p> <p>Yoga: staff were impressed by the capabilities and interest of the children; this activity was great for mindfulness of the children. Dance: Comments were passed on promotion of being active and increased confidence in some children.</p>	<p>PE Leader to assess the skills developed by pupils attending these clubs.</p> <p>Continue to increase female-only opportunities.</p> <p>Reassess the clubs that children are interested in. Expand oversubscribed clubs.</p> <p>Repeat Yoga Summer 1 for another group of children. Expand the Dance club now that HAL event is over – numbers are no longer limited.</p> <p>HAL Multi Skills proved particularly inclusive. Look</p>



<p><b>Children's voices gathered and listened to. Children have opportunities relevant to them.</b></p> <p><b>Children attend HAL events throughout the year.</b></p>	<p>Swimming OAA Athletics Kwik Cricket Basketball Zumba Dancercise Skipping</p> <p>- Data for pupils taking part in extracurricular clubs to be tracked by end of year and analysed for following term.</p> <p>PE coordinator to organise taster sessions for sports that children may not experience otherwise. E.g. Squash.</p> <p>Gosforth Trust to work together to plan a variety of events through Gosforth Gets Going.</p> <p>PE representatives on School Council to meet with a range of pupils to talk about their interests and to ascertain the best clubs to provide.</p> <p>Rec: 31/1/18 and 20/3/18</p>	<p>£ £ £0 £180 £0 £0 £0 £250</p> <p>£0</p> <p>TBC</p> <p>£0</p> <p>Included in</p>	<p>Children expressing interests in sports which they had not already considered. Possible impact of increased activity outside of school.</p> <p>Children taught how to lead a healthy and active lifestyle, and use these skills</p>	<p>into other events for this age groups.</p> <p>Highlight those taking part in nothing – how can we change this?</p> <p>Follow the lead of the children where possible for future tasters/ in lesson support, etc.</p> <p>Promote build up to these events next year.</p>
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	Y1/2: 10/10/17 and 7/18 Y3/4: 15/5/18 Dance: Y3/4: 27 <sup>th</sup> March 2018.	Gold SLA	competitively in future.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.35%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b><i>Pupils that excel in sport have opportunities to play competitively.</i></b>	Take part in School 500 Games, selecting G&T children who have missed other opportunities. Take A and B teams.	Included in Gold SLA.	G&T children have opportunities to compete against children of a similar nature and develop core values.	Suggest GGG to include both non-competitive and competitive elements.
<b><i>All pupils have opportunities to use their taught skills and core values in a competitive nature.</i></b>	Advertise local businesses that allow children to be competitive, e.g. Lee Sterry Holiday Camps.	£0	Children who enjoy competitive opportunities in school now have opportunity to be active outside of school.	Further advertise local clubs for parents to read about.
<b><i>Children have competitive elements brought into KS1 curriculum.</i></b>	Upskilling of Year 1 on how to use taught skills in an appropriate competitive game. Year 1 CPD in games.	Calculated in Key Indicator 3.	Children move up the school with experiences of using taught skills competitively.	Staff to implement in-lesson support in to next year's planning.
<b><i>All pupils further develop understanding of core values in competitive sports.</i></b>	Attend Skipping Festival and GGG events. Skills to be taught as intervention in advance.	£250 Transport costs TBC.	Children recall and use the core values in all aspects of their active lives.	Roll core values out into other areas of learning. Hold an assembly.