



# 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 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>Platinum games mark achieved for second time running.</p> <p>Greater competition offer set up with wider range of events due to partnership with Bracken Leas and The Radstone.</p> <p>House teams/house points system working well – challenge of the month introduced and gave ALL children the opportunity to contribute to their house regularly.</p> <p>Broader range of extra-curricular opportunities and an increased percentage of participation.</p> <p>REAL PE running across the trust developing ore physically literate and confident children progressing through the school.</p>	<p>Check for opportunities to have PE co-ordinator trained in REAL PE leading.</p> <p>New staff trained up on REAL PE to ensure that all children are able to access the same PE curriculum.</p> <p>Charge has been introduced for extra-curricular clubs – try to keep similar levels of participation.</p> <p>Increase participation in competitive opportunities.</p> <p>Continue to embed an active routine to every school day. Introduce classroom packs of equipment to be used for small, active class/table games.</p> <p>Introduce class packs of equipment for children to use at break and lunch.</p> <p>They're responsible for looking after the equipment.</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?	95.2%
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?	95.2%
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?	96.8%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2019/20		Total fund allocated: £19995		Date Updated: Oct 2019	
<b>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</b>					Percentage of total allocation:
					53%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated: £10550	Evidence and impact:	Sustainability and suggested next steps:	
<p>Extra-curricular clubs run by staff.</p> <p>Better storage for equipment to available more easily for PE.</p> <p>Freestyle play leader to guide lunchtime activities ensuring that children engage in structured physical activities.</p> <p>Skipping workshops to promote 'proper' skipping skills and encourage better use of equipment at break times.</p> <p>New break time equipment – focus on playing active games with structure to reduce behavior problems at lunchtimes.</p>	<p>Staffing</p> <p>PE Shed</p> <p>Speak with Freestyle contact and discuss time slots and intentions.</p> <p>Hire a professional skipping company to run workshops with each class</p> <p>Review existing break equipment.</p> <p>Talk to the children to find out what they would like to have to play with during breaks.</p> <p>Create game packs – ready to use equipment packs for specific games. Rules and instructions can be taught during PE lessons with the support of play leaders.</p>	<p>£4700</p> <p>£1000</p> <p>£3300</p> <p>£550</p> <p>£1000</p>	<p>Extra curricular clubs and competitions entered.</p> <p>Newer and more readily available resources are stored for ease of use.</p> <p>Member of trained staff supporting the playleaders and helping them get into a routine that involved guiding the younger children to create structured games.</p> <p>Children showed a real interest on the day and created a buzz around the school. Skipping ropes were sold and children are regularly skipping at breaks, lunchtimes, before and after school.</p> <p>Breaktime equipment has been bought and allocated. Lunchtime supervisors and Year 5 Play Leaders help guide activities. PE lessons were run by all year groups to encourage good, respectful use of the equipment.</p>	<p>Continue to broaden the knowledge of all staff in different extra curricular activities. Involve further full time staff in competition days to reduce the cost of extra hours.</p> <p>Play leaders to train the next year of playleaders to do the same.</p> <p>Hope to make this an annual workshop now that a link has been made with the organisers. Possibility of a member of staff running the workshops in the future as all staff attended the workshops.</p> <p>Children are actively engaging with the equipment. Playleaders and lunchtime support have reported less incidents taking place between children.</p>	

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:
				3%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to embed house competitions into the school calendar on a regular basis to allow ALL children the opportunity to contribute to their house throughout the year and provide opportunities to sample sports/clubs they may yet to have tried.	Member of staff to work through the lunchtime break and monitor and provide support for the events run by play leaders/house captains	Part of 'Staffing' listed above.	House captains have run numerous competitions throughout the year during break and lunchtimes.	Next steps: to encourage more house competitions during PE lessons – possibility of support from Upper KS2 children to help run and score the events.
Real PE resource update: JASMINE interactive lesson tool.	Talk with Leigh from Creative Development. Model how to use the software to staff.	£495	JASMINE used consistently in PE lessons for half terms where REAL PE is planned.	Annual payment for JASMINE subscription – Possibility of taking it Trust wide and reducing per school cost. Teacher ability to teach without the resource will increase

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £995	Evidence and impact:	Sustainability and suggested next steps:
Swimming training for new staff members to help with the logistics of swimming lessons every week.	Book courses for new staff and allow them to shadow current instructors until confident to teach alone.	£150	2 new members of staff trained and taking groups during swimming each week.	All staff trained to ensure the continuation of swimming lessons weekly. Regular training updates sent by L.Bond to staff when needed.
Real PE staff training for updates and to build confidence.	Discuss with Leigh from Creative Development. (Due to school closure-continue next academic year)	£***	Year 4 coaching during the Autumn Term. Many Year 4 children applied to the school tag rugby club. Higher uptake of girls.	Teachers observed and joined in with sessions to gain a greater understanding of how to structure and teach a series of tag rugby lessons.
Northampton Saints Rugby coach to deliver PE unit to Year 4 with support of class teachers.	Speak with Ben Lawrence from Saints Rugby to book a course of coaching alongside Y4 teachers.	£350		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £650	Evidence and impact:	Sustainability and suggested next steps:
Hiring of Local facilities for afterschool football club in Spring term.	J.Nolan to book the astro turf at Towcester Centre for Leisure to allow football to continue during wetter months.	£400	More children involved in clubs as football was able to be run over two terms. Autumn term for LKS2 and Spring term for UKS2 on the hired pitch during the colder/wetter months.	Continue to promote active engagement in clubs, ensure numbers are high enough to warrant the booking of facilities. Club fee of £10 per term contributes towards the funding of equipment, facilities, and extra-hours of P/T staff.
Replace equipment needed for clubs	Discuss with PE teachers to see if new equipment is needed.	£250	New boccia, goal ball, Kinball	
Encourage active travel to school through <b>bikeability</b> and walking to school weeks.	Speak to A.Tonkinson about creating a e-leaflet promoting active ways of travelling to school.	*	Continuing next year due to school closure.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				39%

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated: £7800	Evidence and impact:	Sustainability and suggested next steps:
To provide a mini bus/coach for all children to have the opportunity to participate in different competitive sport throughout the year.	Lease/buy a mini bus so that transport is easily accessible to take pupils to and from sporting competitions throughout the year. Provide coaches for events if needed.	£5000-6000	End of year pupil survey. Photographic evidence of events. The minibus is used frequently across the trust to ensure that all HLT events are logistically possible as well as further afield events.	Trust split cost. Minibus is leased and will be updated every 3 years.
Organise a calendar of events throughout the year with district, cluster and trust events targeted at all ages and abilities. Staffing and travel arrangements required.	Liaise with HLT schools to organize an in-trust events calendar. Attend cluster meetings to organise regional events. Liaise with SGO to apply for district events throughout the year.	£200	A much richer calendar of events. We are able to cater for those who may not be involved in our cluster or district events. More inclusive events each year	Continue to work with PE leads at the Radstone and Bracken Leas to ensure that a well balanced calendar of sporting opportunities is available each year. Open to ideas for new sports for children to try too.
Sponne School SSCO SLA	Regular meetings with Cluster leads and school PE leads to pan calendar and submit teams.	£1600	Entered into all cluster events and have taken a high number of children to represent the school. Events are well planned, well organized and thoroughly enjoyed by the children.	Continue to work alongside staff from other schools and Sponne cluster leads every year.