



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.



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>Children have appropriate clothing for P.E lessons – t-shirts, shorts and pumps. (Tracksuit bottoms and sweatshirt for outdoor P.E)</p> <p>Children have planned P.E lessons (twice weekly) indoor and outdoor timetabled lessons.</p> <p>Floor markings have been purposed and children have been shown how to use the fitness track.</p>	<p>Explore the possibility of doing the daily mile challenge</p> <p>Participate in interschool sporting events</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<p>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?</p>	<p>No</p>

*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: 2018/19	Total fund allocated: £	Date Updated:		
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:
Children are to apply their physical education skills to playtime and lunchtime activities encouraging physical play and activity throughout the day.	Mark out playground with permanent designs; fitness track, football and throwing games.	£2,000		
Children are to develop their physical development skills through play – children developing gross motor skills. Children participate in daily physical activity.	Physical development zone to be created on the Early Years play area; road markings to develop the use of scooters and balance bikes. Early years climbing equipment is purchase and installed.	£1,000 £5,000		
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>P.E is planned in lesson times, catered for in 'free times' (playtimes and lunchtimes)</p> <p>Children state they receive physical education lessons and are able to do physical activities everyday at different points of the day.</p> <p>Children understand the importance of physical education.</p> <p>Children share their sporting achievements (assemblies and in the environment)</p>	<p>Clear timetabled slots for P.E - twice weekly.</p> <p>Designated staff will plan physical activities and challenges for the children at lunchtimes.</p> <p>Lunchtime staff will receive CPD to incorporate play and physical activities at lunchtimes.</p> <p>Wake and shake CDs to be purchased and large outdoor stereo to be purchased for the end of lunchtimes (last 5 – 10 minutes)</p> <p>Class assemblies are to discuss healthy lifestyles and healthy minds (well being and the importance of sports)</p> <p>Display sporting achievements in school . . . This could include out of school achievements – swimming certificates.</p>	<p>£2,000</p>		
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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:
Teachers will receive some CPD on the new games being delivered; Tri-golf. Children will have a broad and balanced curriculum taught.	P.E leader from junior site will offer CPD for all staff; the half term before sporting activity is being taught. Team teaching of P.E lessons across the federation/school.	£0 £1,000 for cover		
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:
A wider variety of skills and games to be taught in the setting; tri-golf, Additional achievements:	Purchase tri-golf equipment (enough for a competitive game) Purchase multi skills equipment and tag rugby	£2,000		
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:
Children are to learn the skills of some of the Tamworth tournaments (that are currently on offer) e.g. Tri-golf	Fixed timetabling of the P.E curriculum throughout the year. Sports leader to be appointed at the infant site (under the coaching of the junior sports leader) Each year group is to be plan a competitive sporting event for their classes (demonstrate the taking part)	£0 (Allocated in other areas)		

	School is to research what tournaments are being hosted, or what sporting events (Tamworth Sports Council)			
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