



# 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](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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Engagement with the other TRUST schools to partake in inter school competition.</li> <li>Engagement with the local community to provide coaching after school.</li> <li>Audit of the PE provision currently offered by the school to identify priorities and, with support, develop an action plan to achieve our goals.</li> </ul>	<ul style="list-style-type: none"> <li>School Games Competition Pathway</li> <li>Apply School Games Mark to achieve the bronze award.</li> <li>Purchase the Platinum package from Newcastle PE Support Services (NPSS) who will support, plan and facilitate and deliver the PE offer for our children for the forthcoming academic year.</li> <li>Wider range of club options (not covered in the curriculum)</li> <li>Provide a range of activities for children to participate in over break and lunchtime.</li> </ul>

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?	75%
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?	65%
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?	75%
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: 2017/18		Total fund allocated: £	Date Updated:	
<b>Key indicator 1:</b> 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 <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To encourage and engage children in the daily 30 minutes of activity required and seeking to embed in the school the Daily Mile.</li> <li>Develop a capacity within the school for sports leaders and playground leaders from our UKS2 children.</li> <li>To provide more opportunities for active lunchtimes which will engage more children in active activities. To review and</li> </ul>	<ul style="list-style-type: none"> <li>To track and monitor the active 30 minutes activity within the school day and to collect data to inform future plans.</li> <li>Train year 4/5 children to become sports leaders.</li> <li>Train and support sports leaders in a range of physical activities. With a view to zoning the yard – this will</li> </ul>	<p>Awaiting GMS estimate for burning a mile track. (£500)</p> <p>Covered in SLA</p> <p>Training covered in SLA. See below for equipment costs. (£500)</p>		<p>Keep accurate records of children's progress and share the results with parents. Take a baseline assessment and then review after 6 months to calculate the % of pupils who could complete the mile.</p> <p>Reward children for progress.</p> <p>Ongoing training and support.</p> <p>Lunchtime Supervisors(LTS) to monitor participation rates. Provide ongoing training to LTS.</p> <p>Target non participants in a personalized intervention to improve participation rate.</p>

<p>evaluate current lunchtime and breaktime activities for lunchtime supervisors.</p> <ul style="list-style-type: none"> <li>Develop active lessons across the curriculum to engage more children in learning.</li> </ul>	<p>include CPD opportunities</p> <ul style="list-style-type: none"> <li>Twilight sessions, and working closely with NPES.</li> </ul>	Covered in SLA		NPES to work with PE Lead to develop effective planning for PE.
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To raise awareness and to celebrate achievements in PE and sport and to develop a personal challenge to engage children who are not engaged in PE.</li> <li>To engage parents and families</li> <li>To improve and revamp the school sports day.</li> </ul>	<ul style="list-style-type: none"> <li>by redeveloping the PE notice board. To include a sporting element to the weekly celebration assemblies.</li> <li>By regularly promoting sporting achievements and activities by using the school website, letters home, newsletters and social media.</li> <li>Survey staff and pupils and to forward results to the Head teacher for discussion.</li> </ul>	<p>NA</p> <p>NA</p> <p>NA</p>		<p>Promote the Daily Challenge within assemblies. To update the noticeboard weekly and to signpost local clubs/activities. Ensure all sporting achievements are celebrated in the celebration assemblies.</p> <p>To continue to keep the sporting profile on the agenda by signposting sporting clubs outside of school via the schools social media outlets and by creating a sport celebration display board.</p>

<ul style="list-style-type: none"> <li>To incorporate the core sports values in PE and in the celebration assembly : respect, determination, teamwork, passion, self belief and honesty, as demonstrated in HAL events.</li> </ul>	By introducing the concepts to the children in assembly and promoting them in lessons and around the school. Children will be nominated and celebrated in the weekly celebration assembly.	NA		
--	--	----	--	--

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:
<ul style="list-style-type: none"> <li>To carry staff confidence survey, to audit the results and identify gaps in competence and to provide appropriate CPD opportunities for staff.</li> <li>To review the current curriculum plan and to adjust where necessary and link to CPD opportunities.</li> <li>To implement PE assessments for fundamental movement skills which will raise attainment and progression of all children.</li> </ul>	<ul style="list-style-type: none"> <li>Survey to be undertaken before the end of the school year. Identified gaps will be closed by twilight sessions and CPD courses in conjunction with NPES</li> <li>Working with NPES to realign to existing PE curriculum.</li> <li>The new curriculum will include fundamental skills to be assessed at the beginning of each Autumn term for all year groups in KS1 and KS2. Initially NPES will provide the support to work alongside teachers as a CPD opportunity.</li> </ul>	<p>Covered in SLA</p> <p>Support is covered in SLA £1100 allocated for new equipment.</p> <p>Covered in SLA</p>		<p>Review survey annually</p> <p>Annual PE audit to be conducted.</p> <p>Teachers to be trained to take over the role in 2019. Staff will feel confident and competent to assess in other areas and address children's next steps.</p>

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:
<ul style="list-style-type: none"> <li>To review the provision of breakfast/lunchtime/afterschool clubs. These have, historically, had a low turnout. We intend to take a targeted approach in order to increase the numbers of those attending.</li> <li>To upskill the LSAs who run breakfast club to encourage an active life.</li> <li>To train up playground leaders who will run activities during lunchtimes.</li> <li>To issue a questionnaire to children and families asking for their opinions about clubs, seeking views on the types of clubs or activities they would like to see and support at Broadwood Primary School.</li> </ul>	<ul style="list-style-type: none"> <li>We will look to do this by introducing a physical activity to one breakfast club per week (a change for life club). We will then monitor and review this on a regular</li> <li>Offer CPD opportunities to staff who run breakfast club, and work closely with the HAL team.</li> <li>This will include the offer of CPD for lunchtime supervisors</li> <li>Devise and issue a survey to parents and to children, with the goal of providing the school community with the activities they want to see.</li> </ul>	<p>£500</p> <p>NA</p>		

<ul style="list-style-type: none"> <li>To develop interventions for non-engagers looking firstly to increase participation in girls and traditional non engagers.</li> <li>To develop a curriculum which will encourage non traditional sports such as handball, baseball, Gaelic football, cycling etc.</li> </ul>	<ul style="list-style-type: none"> <li>Through monitoring of break and lunchtime activities, as well as participation in after school clubs engage with non engagers to find out what clubs they would like to join. Working closely with parents and the wider sporting community signpost activities.</li> <li>Following staff and pupil survey liaise with school council to see which nontraditional activities can be included in the curriculum. Seek opportunities for taster sessions with national governing bodies.</li> </ul>	NA		
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Look to provide competitive opportunities in a range of sports within the curriculum with the ultimate aim of exposing the children to healthy competition.</li> <li>Engage with the School Games programme, which is the only</li> </ul>	<ul style="list-style-type: none"> <li>We will do this by realigning areas of the PE curriculum to allow children and staff to prepare for inter school competitive opportunities. Aim to apply for the School Games Mark at the end of the 18/19 academic year</li> </ul>			

<p>nationally recognised competitive pathway ( as recognised by the DfE)</p> <ul style="list-style-type: none"> <li><u>Trust</u>: we will continue to engage with our trust partners in sporting competitions.</li> <li>Sports Premium will be used to cover transport and any required supply cover to develop our staff and implement this plan to support our provision.</li> </ul>	<p>with the objective of achieving a minimum of the bronze award.</p>	<p>£2,500 (transport)</p> <p>£500 (Release time cover)</p>		
--	---	--	--	--

#### **2018-2019 Budgeted Spend.**

#### **Allocation : £18,570 (Ring fenced for PE and sport)**

1. Purchase of Platinum SLA from NPES	£3500
2. Purchase of new equipment.	£1500
3. Other supporting resources.	£ 500
4. Transport to competitions and Healthy Active Lifestyle events	£2500
5. Release time to support competition.	£ 500
6. Additional CPD costs that are in addition to the NPES offer.	£ 500
7. PE coaching support to upskill teachers during PE lessons.	£4000 - £6000
8. Provision of external coaches to deliver afterschool clubs.	£2000
9. Purchase of temporary daily mile circuit.	£ 500*

**Estimated total spend £15500 – £17500**

**Surplus carried forward £1070 - £3070**

**Amendment to the above if agreed: If we aim for the lower cost of upskilling teachers,**

postpone the daily mile track, and reduce the purchase of new equipment to £1000 then we will aim for a surplus of \$4070 which can contribute towards the cost of the MUGA.