

# PE and Sport Premium Report

July 2019



#TransformingLives



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

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 Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA activities that your school already offer
- 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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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:
Introduction of Maths of the Day. Introduction of iMoves. Introduction of realPE across the curriculum. Introduction of more active break and lunch times. Increased confidence of staff in areas, such as, gymnastics. Change in focus of extra-curricular activities towards more alternative sports. Visit from an ex GB athlete to inspire the children. Visit from the Mighty Zulu Nation Theatre Company for a dance workshop. Relaunch of Sports Day to make the day more inclusive.	Consistency of use of Maths of the Day, iMoves and realPE across all classes. Review of active playtimes to ensure lunchtime staff are consistent with the approach. Review extra-curricular provision to ensure it is quality provision and priorities are being met. Need to ensure more competitions are entered, especially those for KS1 and LKS2.

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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	63%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%

<p>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?</p>	<p>No</p>
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## 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: 2018/2019		Total fund allocated: £17000	Date Updated: July 2019	
<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:
				14%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Introduction of Maths of the Day to increase physical activity in lessons other than PE.	All classes to use Maths of the Day resources at least once a week.	£240	Some class teacher use the Maths of the Day resources, but not all. When used, the children enjoy the activities and want to do it more often.	Relaunch Maths of the Day in September 2019 as a lot of staff who were working for the school at the initial launch in September 2018 have now left. Maths of the Day has now been rebranded to include active literacy lessons. PE leader to discuss the introduction of these resources into English lessons with Literacy leader.
Introduction of iMoves to provide teachers with 'active blasts' to increase physical activity throughout the course of the day.	All classes to use iMoves at least once a week for an 'active blast'.	£240	Some class teacher use the iMoves resources, but not all. When used, the children enjoy the activities and want to do it more often.	Relaunch iMoves in September 2019 as a lot of staff who were working for the school at the initial launch in September 2018 have now left.
Introduction of more active break and lunch times.	Purchase new equipment and train children in UKS2 to set this up and tidy it away every lunchtime.	£1984.31	Children in UKS2 are very good at setting up and tidying away every day. Children are more active at playtimes and problems with behaviour at lunchtimes has quietened.	Restock equipment to allow this to continue. Children in Year 4 to be trained to set up and tidy away in preparation for September 2019.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Introduction of Maths of the Day to engage children in Maths and improve retention of knowledge.	All classes to use Maths of the Day resources at least once a week. School to hit its target of 67% of pupils achieving age related expectations in Maths.	£240 already allocated above	Some class teacher use the Maths of the Day resources, but not all. When used, the children enjoy the activities and want to do it more often. School is on track to achieve and surpass its target of % of pupils achieving age related expectations in Maths.	Relaunch Maths of the Day in September 2019 as a lot of staff who were working for the school at the initial launch in September 2018 have now left. Maths of the Day has now been rebranded to include active literacy lessons. PE leader to discuss the introduction of these resources into English lessons with Literacy leader.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staff to use 'realPE' resources to move away from the traditional 'sport led' approach to a PE and towards a more FUNdamentals skill based curriculum.	All staff to receive training from PE leader on how to use these resources.	£0	Staff particularly in EYFS and KS1 gained confidence in how to use these resources and have enjoyed delivering lessons in this way.	realPE to be relaunched again in September 2019 so new staff are aware of this approach.
To improve confidence in the delivery of gymnastics lessons and provide staff within new ideas for gymnastics lessons.	Provide staff with training from a Level 2 qualified gym teacher.	£165	Staff confidence in delivering gymnastics increased.	Explore possibilities for new staff to receive training in the delivery of gymnastics. Plan observation of gymnastics lessons into the monitoring schedule for 2019/2020.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children can access extra-curricular provision.	Change the focus of extra-curricular provision to include more alternative sports and subsidise the cost of this provision for all pupils by paying a percentage of the cost to parents out of PE funding.	£1598.92	The number of children attending after school clubs has increased. Children in EYFS are now attending clubs.	PE leader to meet with Premier in July 2019 to discuss the priorities for next year.
Provide opportunities for children to be inspired by sport and physical activity.	Arrange for an ex GB athlete to visit the school and work with all children.	£83.46	Joe Roebuck, an ex Team GB Olympic swimmer visited the school in May 2019. All children took part in a fitness circuit with Joe.	Build a relationship with Sports for Schools to continue arranging these visits.



	Arrange for the Mighty Zulu Nation Theatre Company to visit the school and work with all children.	£900	All children took part in a dance workshop with the performers and learnt a bit about African culture.	PE leader to look at next years Topics and find a link to PE that will allow a visit from a similar company.
Provide an opportunity for more children to go on a residential trip.	Open up the residential to children in Years 3, 4, 5 & 6. Pay for transport to and from Thorpe Woodlands out of PE funding.	£240	Children from Years 3, 4, 5 & 6 all went on the residential trip. Children who went have gained new skills and developed attributes such as, courage and determination, that are key to sporting success.	PE leader to explore the possibility of funding a percentage of the trip to allow all pupils in KS2 to go on the residential trip next year.
Provide children in Year 6 with an opportunity to experience new activities.	Pay for transport to and from Go Ape out of PE funding.	£180	Children who went have gained new skills and developed attributes such as, courage and determination, that are key to sporting success.	PE leader to explore the possibility of funding a percentage of the trip to allow all pupils in KS2 to go on a trip like this next year.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				13%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide children with the opportunities to compete against other schools in a variety of sports.	Buy into the local sports partnerships core offer which includes entry into local sports competitions. Enter at least one competition for KS1, LKS2 and UKS2.	£1045 + £710 for transport to and from competitions	All children in UKS2 took part in at least one competition. Children in KS1 and LKS2 did not compete this year due to changes in staff mid way through the academic year.	Buy into the sports partnerships core offer again and ensure children in KS1 and LKS2 do compete in a competition next year.
Make Sports Day more of an inclusive event with children experiencing a range of sports.	Relaunch sports day so that it moves away from the traditional track events. Children will instead	£403.99	All children competed for their house. The change in format was received well by parents.	Continue with this format for sports day. Review the activities to ensure they are

	<p>compete for their house team by completing a carousel of sporting activities.</p>			<p>fully inclusive.</p>
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A large percentage of our Sports Premium was not spent as we had intended to dedicate a large proportion of the funding to revamping the playground and other outdoor areas. The PE co-ordinator has had several meetings with companies who are preparing quotes for this project, but these quotes did not come back in time to be included in this report, or for the work to be issued. This project is therefore likely to come out of next years funding.