



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 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>Employing a swimming coach at Totnes pool has shown a really positive and identifiable impact on pupils' confidence and water ability. E.G we now have pupils who were previously nervous in the water, who are jumping and swimming in the deep end of the pool independently. Unfortunately, we lost our second swim coach who was teaching pupils in our school hydrotherapy pool but we are looking to replace them asap.</p> <p>Cycling – again, levels of proficiency and confidence have increased and pupils who were previously too nervous to ride bicycles are now independently doing so.</p>	<p>Swimming - the swimming coach will undertake an assessment of progress made against baseline assessment so that we can measure pupil's improvement. This will happen at the end of every term. We are also looking for a second swim coach for the group who cannot access the public swim pool but are accessing the hydro pool.</p> <p>Cycling – to order more helmets and register for bikeability. Also to obtain or adapt bikes for balance bikes.</p>

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?	20% (cohort of 6 eligible students)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	20 % (cohort of 6 eligible students)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	Yes

*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: 2017/18	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: (success criteria)	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To embed in our pupils a routine of physical exercise every day. To make play a positive and welcome activity and for pupils to be able to play co-operative and turn taking games.</p> <p>To be fully inclusive and ensure all pupils including those with mobility issues have the opportunity for exercise and fitness.</p> <p>To enable pupils who have joint sensory and physical needs to have access to suitable physical exercise programmes.</p>	<p>Play leader to lead co-operative and social play during lunch times on the playground e.g bat and ball, hockey and other running games</p> <p>funfit to run twice weekly and hydrotherapy sessions are timetabled with priority given to those who rely on hydrotherapy as a form of exercise or for physiotherapy programme.</p> <p>Behaviour lead to run sensory circuits weekly and identify students who would benefit from these sessions..</p>	£4464	<p>Link in with Communication and Decision Making team and Behaviour support lead to provide feedback and impact study.</p> <p>Physio assistant to provide, photographic evidence. Assessment files.</p> <p>Behaviour Support lead to do analysis of behavior incidents and monitor reduction in anxieties. Photographic evidence, assessment files.</p>	<p>Play leaders to link in with Play Therapist and CDMT team to support positive behavior plans and play therapy programmes.</p> <p>Within school budget</p>
				Percentage of total allocation:
				%

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To promote PE and sport as an integral part of school life, thereby embedding a culture of active and healthy lifestyles	Sports Day. Invite organizations in to school to run sporting events e.g table cricket	£200 resources	Feedback from staff, students and families Photographic evidence linking in to evidence folders. Look at percentage of pupils who take part.	P.E lead to organize and promote sports day. Involve class teams and make sure families are invited in good time. Find a noticeboard for sports and display photos from sports day and other sporting events.

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:
Empower staff to have skills and confidence to deliver physical activity provision	Employ two swimming coaches to work alongside staff to give them confidence to work on improving students' swimming skills. Run swimming sessions all year round with groups going to local totnes pool. Train staff e.g. Sherborne development movement or similar training.	£2400 Transport costs £2400 Pool Hire £915for two swim teachers From training budget	Ongoing assessment of skills levels by swimming coach. Photographic evidence. Feedback and evaluation.	Advertise locally for second swimming coach P.E co-ordinator to source suitable training courses.
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:
Additional achievements: Key Stage 2 whole key stage residential during summer 2017, where a wide range of activities were offered:- canoeing, climbing, rock scrambling, stream scrambling, low ropes.	Groups of physically active pupils from Key stage two will undertake a climbing programme accredited by the National Indoor Climbing Award Scheme at either level 1 or level 2. Less physically able pupils will also have access to suitable opportunities by local specialist providers.	£1000 £1000	Achievement of skills for award. Photographic evidence	J.E to liaise with key stage 2 teachers to organize group, risk assess, evolve risk assessments, arrange permissions and transport and timetable activity. Signpost extra-curricular activities to families where interest/ability shown.
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:
Pupils have opportunities to engage in competitive sport through organizing participation in tournaments and ability games. Also to participate alongside their mainstream peers through inclusion links.	School Sport Partnership competitions Federation sports events Curling competition with local primary school(dartington primary school)	£600 (travel and resources)	Photographic evidence. Feedback from participants, families and staff. Assessment folders. Link to PHSE and social inclusion.	Time to plan and source suitable competitions, get permissions, risk asses and evolve, arrange transport.