

Evidencing the Impact of the Primary PE and Sport Premium

Website Report
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Commissioned by
Department for Education

Created by



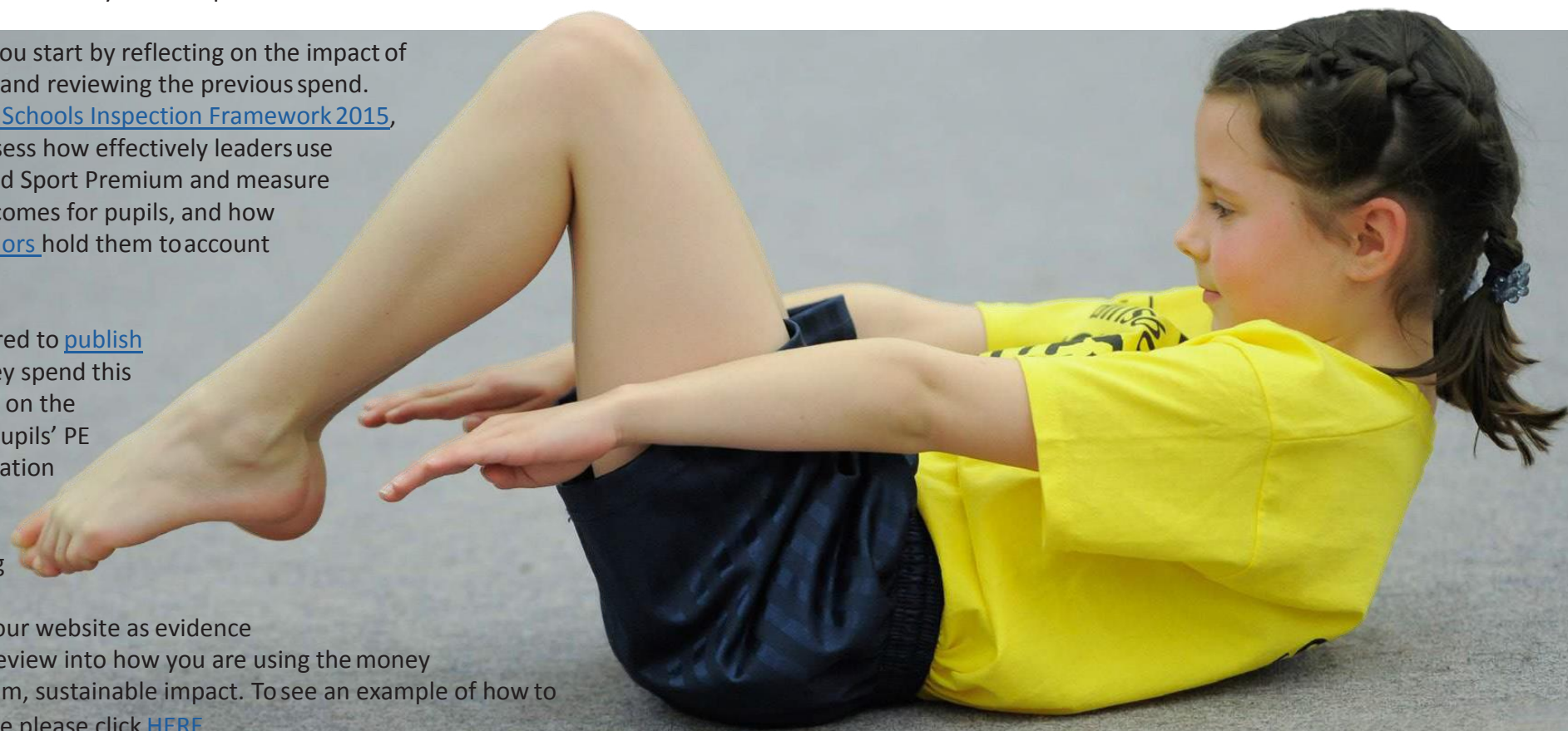
Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school's provision, helping 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 2015](#), 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>Huge gains across the school in the annual PE assessments (Quadkids)</p> <p>Increased teacher confidence in teaching curriculum PE</p> <p>All children completing 2 hours of curriculum, PE each and every week</p> <p>An increased percentage of children attending weekly sports clubs</p> <p>Children attending a healthy eating club</p> <p>Whole school PE at the Rec</p> <p>Winning the swimming gala</p> <p>Winning the football league</p>	<p>Increased confidence in our staff to teach high quality PE</p> <p>Increased confidence in play leaders/SMSA in delivering high quality/active play</p> <p>Further improve children's mental well-being through the use of sports and physical activity</p> <p>Improve the children's and parent's understanding of healthy lifestyles</p> <p>Further inspire children to participate in sport by attending high quality sporting fixtures</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?	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?	45%
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?	10%
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

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: July 2018	
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:
				35%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
Outdoor Play And Learning (OPAL) Container to store equipment	SMT to meet with OPAL lead Inset Day training for all staff Discussions with other MAT schools Shared information with all stakeholders Play policy and risk-benefit assessment Order container Loose parts collection	£4100 £2000	Observations of improved active playtimes Feedback from parents OPAL feedback on positive improvements Children with increased play literacy SMSAs reporting fewer behavior incidents	Regular OPAL meetings with OPAL lead and all staff Appoint a play leader who has a focus on active playtimes
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:
				13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
Michelle Rochester well-being and fitness groups Active Solutions Sports Kit Attending more tournaments and events	Identify pupils who would most benefit from extra weekly PE sessions Children self-select for Active Solutions	£900 £600 £500 £250	Michelle Rochester written report Observations of class teachers Increase in children's QUADkids scores	Continuation of Michelle Rochester groups Use of TA to attend more Sporting Events

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Laura Macdonald PE CPD Michelle Rochester dance lessons Update PE equipment	Laura to be timetabled to work across the school Michelle to work with certain classes in order to increase confidence in teaching of dance Audit undertaken and gaps identified	Free £750 £2500	All teachers continue to teach 2 hours of PE each week and report that they are more confident in leading these lessons Children in Hedgehog and Otter class performed at the annual Dance umbrella Children are more active throughout PE lessons due to increased quantities of PE equipment	Increase in the time Laura spends with each class. Teachers to team teach alongside Laura Annual audit of PE equipment
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Bath Rugby Trip Bath City FC Trip Clubs subsidy Extra swimming sessions for Fox	Identify which clubs/sports would be most beneficial to subsidise to increase participation	£160 £100 £1500 £2000	Request from parents and children that trips are held again next year All children in Year 6 attended at least one sporting competition Increased confidence in water skills	Closer monitoring of the children's swimming ability
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
GA Subscription SSP Subscription HLTA Taking teams Director of Public Health Clubs subsidy (Competition specific)	Continue to work with SSP and GA to maximize the number of sporting opportunities	£50 £250 (17-18) £250 £350 £1500 £17660	SSP feedback form	Monitor competition attended by all pupils Increase the use of HLTA to take more teams to competitions

