



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. 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.

Pratts Bottom Primary School

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>We have prioritized children's development of health and well-being and what they need to do in order to lead healthy lifestyles. We have also prioritized upskilling staff to ensure that PE is being taught by confident and competent teachers.</p> <p>This year we have also had a significant increase in our range of after school sports clubs. This has taken a big commitment from parents and children to develop their levels of fitness.</p> <p>This year we had a week long whole school event to raise money for Sports Relief. This involved all children walking or running a mile every day during Sports Relief week. We raised a great deal for the charity and the parents and children enjoyed the challenge.</p>	<ul style="list-style-type: none"> • Lifesaving swimming skills need to be improved. • We need to continue to develop forest schools and its impact on the wider curriculum. • Consider how we can offer alternative sporting opportunities to encourage children who may not enjoy traditional school team sports.

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?	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	56%
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?	No but will be considering this in the future.
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*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: £16,306	Date Updated: September 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: 20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To encourage children to improve their core motors skills. To focus on their own improvement rather than a competitive edge.	Well-being lunchtime club over the whole school run by outside Sports Coach. 5 weeks for each group. By end of Summer Term all children will have participated.	£805	TBC following children's questionnaire completed Summer 1.	This has worked well and would be good to continue next academic year.
To encourage Year 5 children to become Sports Leaders and therefore support their work at playtime and lunchtime encouraging physical activity.	10 week Sports Leaders course. This will culminate in a tournament for the Year 1 and 2 children at the beginning of the Summer Term.	£600	Children's questionnaire following tournament.-Children really enjoyed this competitive nature. This allowed the Year 5 to develop into play leaders at lunchtime. Increase physical activity at lunchtime.	This will mean that Year 5 will be able to develop as play leaders at lunchtime. Year 5 next year will need to be trained in order to make this sustainable.
Children are able to access high quality play and sport resources throughout lunchtime.	Repairs to trim trail and other playground equipment.	£1185	Repairs are being completed and this will mean they can be used during break times.	Repairs allow the children to use the equipment and should ensure that it can be used for years to come.

<p>Reception children are able to access high quality play and climbing apparatus in order to develop their gross motor skills.</p>	<p>Repair to the scrambling net on the climbing equipment in the Reception outdoor play equipment.</p>	<p>£722.49</p>	<p>This will ensure that children regularly engage in developing their gross motor skills and are physically active when outside.</p>	<p>Repairs allow the children to use the equipment and should ensure that it can be used for years to come.</p>
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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:
				15%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Forest School runs weekly in EYFS and KS1 encouraging fine and gross motor skill development. This is a weekly event that supports other areas of the curriculum also.	Weekly Forest school trips. Forest school and storage for resources.	£1171.52	Following a Forest School children survey 100% of children asked felt that forest school had helped to develop their Gross and Fine motor skills. 95% felt that they were fitter when they climbed the fill to get to the forest.	Forest school works really well. For sustainability more staff may need to be trained in Forest School requirements.
To encourage a heightened understanding of Health & Wellbeing can have a positive impact upon physical attainment.	Pathway Course focus on Health and Well-being for Year 1, 2, 3, 4, 5 and 6 by the end of the Summer term.	£1250	Improvement assessments took place at the end of each course and all had a positive impact. Children were more active and were able to take part in games that developed their well-being.	All children have now experienced this course throughout the school and therefore will not need to repeat.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				38%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improved quality of children's physical education across EYFS, KS1 and KS2 to ensure that they are all confident and competent. To ensure that all PE teaching is at least good or better.	All year groups have the opportunity to work alongside sport coaches. Staff have been upskilled and trained gaining valuable experience from the coaches.	£5690	All teachers were confident when asked that they could teach games as part of the PE curriculum.	Further professional development opportunities for staff who request it. Look at other areas of PE to develop.
Improve the quality of children's gymnastic education in EYFS to ensure that they are all confident and competent.	Reception BEAM course to upskill teacher. 10 week course	£450	Teacher felt more confident to deliver gymnastic to 4 and 5 year olds. Much clearer on how to support Reception children to develop their gymnastic skills.	This is something that won't need to be repeated until a change of staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: External clubs offered: <ul style="list-style-type: none"> • Sportacus Football • Multi-skills club • Karate • Dance and drama club • Gymnastics 	Links with external clubs established. Appropriate insurance and DBS checks carried out. Advertised to parents. Assemblies to launch new clubs.	£250 admin cost for administration	All clubs fully attended.	Maintain links with external clubs. Further advertise through showcase assemblies and leaflets. Maintain and improve equipment required to run clubs offered.
To encourage children to try different sports.	Year groups targeted to attend multi-skills club-Summer 1.	£330	All Year 1 children signed up to attend club.	Possibility to roll this out to other year groups.
To encourage children to try traditional games e.g. country dancing and may pole dancing.	To teach Year 5 and 6 children to maypole dance to raise the profile of historical physical activity. To ensure that the equipment is up to standard to use.	£131.28	Children really enjoyed learning how to maypole dance. This was showcased at our sports day to parents.	This is sustainable and can be carried on next year without a cost.
To ensure that Reception aged children develop their gross and fine motor skills.	To raise the profile of fine and gross motor. To incorporate this into the curriculum. To ensure parents are aware of how to develop gross and fine motor skills.	£1256.15	Children had a regular fine motor slot timetabled. This improved their fine motor-evidence in Physical development scores at the end of Reception.	This will need to be continued next year with the new Reception children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to develop the children's involvement in local sport tournaments by increasing the number and variety of sports.	1 small school tournaments attended.	0	This has been hard to complete due to school commitments.	Have a TA responsible for organizing and attending the events with the relevant children in order to make this more successful.
To establish a Kwik Cricket team in Key Stage 2.	To ensure children are aware of the rule of Kwik Cricket and how to play. A coach to teach the children to play Kwik Cricket.	£570	Year 5 children really enjoyed learning how to play Kwik Cricket and were able to teach Year 6 how to play. This ended in a tournament between the two year groups.	To ensure that this is kept up next year.