



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 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"> - Baseline assessments undertaken for the first time, allowing for effective tracking of PE skills and focused PE sessions adapted to children's needs - Interventions set up and specific groups targeted based on their Baseline assessment data, allowing for needs to be met across the whole school - Introduction of playground equipment to contribute to the 30:30 initiative set by the government - Increased competition with the introduction of A and B teams in Football and Netball and SEN/PP specific competitions, allowing for more children to participate in competitions - Enrichment days half termly to expose children to a wider range of sports, encourage physical exercise, and promote Sport as a reward for hard work - Health and Wellbeing workshops run to contribute to SDP 	<ul style="list-style-type: none"> - Organise more staff CPD to ensure the sustainability of PE and increase the skillset of current teachers/ TAs - Evaluate the current curriculum being delivered by Progressive to ensure key skills are being explicitly taught and the sports align with competitions, thus contributing to Chancel's competitiveness in area wide tournaments - Enquire about buying a minibus to transport children to competitions - Provide additional swimming opportunities to students not on track to achieve their 25m by the end of Y6

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?	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	

*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: 2018/19		Total fund allocated: £17,500		Date Updated: April 2019	
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:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
- Specialised sports coaches employed to deliver outstanding teaching and curriculum coverage	- On-going evaluation of the effectiveness of our curriculum including: <ul style="list-style-type: none"> • <i>Time available</i> • <i>Quality of teaching and learning (Lesson planning and observation)</i> • <i>Staff Professional Learning</i> • <i>Access to facilities / resources</i> • <i>Pupil needs (Pupil Voice)</i> • <i>Explore opportunities for daily, targeted activity</i> 	- £8,372 (Progressive Sports Coaching)	- Increased pupil participation - Enhanced, inclusive curriculum provision - Enhanced quality of teaching and learning - Improved standards - Positive attitudes to health and well-being - Improved pupil attitudes to PE - Positive impact on whole school improvement	- Complete appraisal of teaching at least once a year to monitor quality of delivery of curriculum - Ensure team teaching as much as possible to upskill staff in the event of funding being pulled	
- Equipment purchased for use at breaktimes (in reward for winning sports class of the week)	- Purchase appropriate equipment for KS1 and KS2	- £150	- Children encouraged to have 30 minutes of daily exercise (within school time) through the promotion and availability of quality sports resources at lunchtimes	- Continue to audit playground equipment and replenish as necessary	
- Lunctime sports clubs run by Progressive Sports	- Decide on club focus - Ensure registers are up and running to measure attendance at clubs	- % of £4,142 (SuperCoach)	- Children encouraged to have 30 minutes of daily exercise (within school time) through the implementation of extra-curricular clubs	- Continue to monitor the impact of daily GoNoodle sessions and obtain feedback from	

<ul style="list-style-type: none"> - Complete audit of PE resources and replenish as necessary - GoNoodle timetabled into the curriculum 	<ul style="list-style-type: none"> - Liaise with staff to ensure they have everything they need to deliver a quality PE curriculum (EYFS) - Ensure all staff have a log in - Monitor usage - Conduct staff meetings to train staff on recent developments in site 	<ul style="list-style-type: none"> - £324.98 - N/A 	<ul style="list-style-type: none"> - Resources audited and organised to encourage members of staff to utilise equipment across the curriculum. New netball posts and protectors bought due to increased numbers in Netball club - Contributes to the 30/30 initiative outlined by the government - Promotes children’s health and wellbeing by providing regular brain breaks <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> ✓ Pupils are more active in PE lessons- evidenced in baseline assessments ✓ Standards achieved in PE NC are exceptional with 100% of children achieving end of KS2 curriculum goals (based on Teacher Assessment) ✓ Transferable skills evidenced across the curriculum 	<p>staff to ensure effectual use</p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>- Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p> <p>- Baseline assessments undertaken in all KS1 and 2 classes. Children have a personalized target (personal challenge) to meet and demonstrate improvement</p> <p>- KS2 Health and Wellbeing Enrichment afternoons carried out by Premier Sports</p> <p>- Twilight session run in multi-skills with a focus on cross-curricular PE</p>	<p>- Achievements celebrated in assembly (match results + notable achievements in lessons etc.).</p> <p>- KS1 and KS2 Sports Star of the Week and Class of the week chosen, resulting in that class receiving the sports equipment during breaktimes</p> <p>- Timetable for all classes to be assessed (September and July)</p> <p>- RAG pupils based on data</p> <p>- Compile evidence folder</p> <p>- Dates in diary (November)</p> <p>- Book dates (25/3)</p> <p>- Liaise with Progressive Sports about the deliverance of the training</p> <p>- Conduct survey before and after training to analyse staff confidence</p>	<p>- £78.37 (End of year sports awards)</p> <p>- % of £4,142 (SuperCoach)</p> <p>- FREE</p> <p>- £185</p>	<p>- All pupils at some point in the year have taken part in assembly.</p> <p>- Genuine buzz surrounding Sports Class of the Week winners and visible enjoyment of sport evidenced</p> <p>- Inactive children targeted for intervention</p> <p>- HLP children targeted for intervention</p> <p>- Areas of strengths and weaknesses identified and used to inform teaching of PE during curriculum time</p> <p>- Opportunities for children most in need of extra curricular physical activity given</p> <p>- Increased knowledge and understanding about health and wellbeing and the benefits</p> <p>- Actively targeting SDP (promoting healthier lifestyles)</p> <p>- Increased knowledge in the teaching of multi-skills for all staff</p> <p>- Actively targeting SDP (cross curricular teaching)</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>✓ Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem.</p> <p>✓ 35 % of school (KS1 and KS2) involved in sporting related after school clubs</p>	<p>- Benefits of raising the profile of PE and increased expenditure observed by SLT</p> <p>- If funding is discontinued, Baseline assessments will still occur because of the evidenced benefits- PE coordinator trained in the implementation of assessments</p> <p>- Continue to liaise with external providers to provide annual health and wellbeing days</p>
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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:
- PE Coordinator attends regular networking and skills based courses throughout the year	- Liaise with local schools and SGO to identify opportunities for School partnerships	- £75	- Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. - Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions.	- Whilst funding continues, aim to increase skillset of LSAs and HLTAs by booking courses for them to attend with a focus on multi-skills - CPD sessions once a year for all staff targeting an area of PE/Wellbeing - This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport (should the opportunity arise) both within and outside the curriculum.
- All staff to undertake Multi-Skills Course for implementation in PE lessons and at lunchtimes	- Provide equipment for staff to implement multi-skills - Ensure Sports Crew are trained by LSAs to help with implementation of lunchtime activities	- £185	- Better subject knowledge for all staff, with the aim of becoming more confident to take a more active role in lessons/lunchtimes etc.	
- Gymnastics CPD opportunity for 2 members of staff	- Book date with Progressive Sports(3/4/19)	- FREE- we are providing the venue	- Improved knowledge of curriculum and improved skillset of teachers	
- Team teaching with Year 1 (cover) Teacher	- Establish timetable with Progressive SuperCoach	- % of £4,142 (SuperCoach)	- Improved knowledge of curriculum and improved skillset of teachers WIDER IMPACT AS A RESULT OF ABOVE ✓ Increased uptake of children participating in sports outside of PE	

			lesson time (lunchtimes) ✓ Improved staff health and wellbeing	
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"> - Enrichment days allow us to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. - Pupil Premium and SEN only competition run to promote active lifestyles amongst children most in need - Inactive football competition run 	<ul style="list-style-type: none"> - Book days with SuperCoach (1 per half term) - Identify children to participate - Liaise with SuperCoach to provide intervention opportunities - Identify children to participate - Liaise with SuperCoach to provide intervention opportunities 	<ul style="list-style-type: none"> - % of £4,142 (SuperCoach) - N/A - N/A 	<ul style="list-style-type: none"> - Increased engagement in physical activity - Wider participation encouraged as all pupils take part - Genuine enjoyment and love of enrichment days from all children - Wider participation by pupils most in need of enrichment - Interventions undertaken for event which contributes positively to improving children's baseline results - Inclusive approach to physical activity promoted - Wider participation by pupils most in need of enrichment - Interventions undertaken for event which contributes positively to improving children's baseline results - Inclusive approach to physical activity promoted 	<ul style="list-style-type: none"> - Identify and train staff to lead inactive specific after school sessions if additional funding is suspended - Explore additional opportunities to promote wellbeing - Ensure PE resources include unusual sports equipment e.g. boccia - Continue to liaise with additional local sports clubs e.g. KidzRugby

<ul style="list-style-type: none"> - Intervention groups targeted based on Baseline assessment data with a focus on Nurture/ Inactive/ HLP children 	<ul style="list-style-type: none"> - Identify children to participate - Liaise with SuperCoach to provide intervention opportunities 	<ul style="list-style-type: none"> - % of £3,280 (SuperCoach) 	<ul style="list-style-type: none"> - Focused skills sessions targets areas of development - Small groups encourages a personalized approach to the children's specific needs - Quality intervention provision provided by specialized sports coach - Boosts sports skills and impacts positively on children's progress in PE 	
<ul style="list-style-type: none"> - Links with Rugeley Hockey Club 	<ul style="list-style-type: none"> - Book dates with Rugeley Hockey Club - Identify year groups to take part (Year 2 and Year 5) 	<ul style="list-style-type: none"> - 3 x £60 = £180 	<ul style="list-style-type: none"> - Encourages participation in a range of sports - Provides a link with an out of school sports provider to encourage children to attend this club. This evidences our attempts to promote the 30:30 initiative 	
<ul style="list-style-type: none"> - YogaBugs Wellbeing sessions run across the whole school with a focus on mindfulness 	<ul style="list-style-type: none"> - Book date with YogaBugs - Draft timetable for day - Ensure date aligns with National School Sport Week 	<ul style="list-style-type: none"> - £180 	<ul style="list-style-type: none"> - Children were taught techniques in order to cope with daily stresses <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> ✓ Increased uptake of children participating in sports outside of PE lesson time- positive percentage of school participate in after school clubs ✓ Achievement in curriculum PE is good and most children bring kit every week in order to take part in extra sporting sessions ✓ _____ of pupils say they enjoy PE 	

			and Sport and want to get involved in more activities. ✓ Increased self esteem/confidence/ resilience being promoted through the uptake of unusual sports, transferable across curriculum	
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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:
<ul style="list-style-type: none"> - Full participation and success in competitive inter-school sports - Half termly intra school competitions to boost competition within school - Interventions run to prepare children for competitions - Pupil Premium and SEN only 	<ul style="list-style-type: none"> - Target competition intervention groups to be run - Promote an inclusive approach to competitions whilst remaining competitive - Liaise with Progressive to set up Intra School competitions - Identify intervention groups to be targeted - Identify children from PP/SEN register 	<ul style="list-style-type: none"> - N/A - % of £7,812 (Progressive Sports Coaching) - % of £3,280 (SuperCoach) - N/A 	<ul style="list-style-type: none"> - Chancel achieved first place in the Rugeley wide competitions for Netball, Y5/6 Athletics, and Y2 Athletics whilst also getting to finals in Football. This demonstrates the effectiveness of Sports coaching across the school. - All children, regardless of ability participating in some form of competitive sport - Children demonstrate enjoyment when participating in these events - Promotes transferable skills such as teamwork and resilience - Inactive, Nurture Group, HLP, SEN/PP interventions run, specifically targeting needs in a small, focused group - Promotes an inclusive approach to PE and sport 	<ul style="list-style-type: none"> - Continue providing opportunities for staff CPD to ensure a culture of sport across school - If funding is suspended, continue half termly intra school sports competitions organized by PE coordinator - Align curriculum coverage with competitions

<p>competition run to promote active lifestyles amongst children most in need</p> <p>- Inactive football competition run</p>	<p>- Ensure a different team has been chosen</p>	<p>-N/A</p>	<p>- Children who may not have been given the chance before now active and engaged in competitive sport</p> <p>- Promotes an inclusive approach to PE and sport</p> <p>- Children who may not have been given the chance before now active and engaged in competitive sport</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> ✓ Improved standards in invasion games, contributing to Chancel's competitiveness ✓ Children demonstrate a positive attitude to sport and PE through pupil voice surveys ✓ 	
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