



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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 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.

Key achievements to date:	Areas for further improvement:
<ul style="list-style-type: none"> - Sports Mid-day supervisor – lunchtimes were beginning to get a lot more physical. Resources were organized and rotates so that children developed skills. Play leaders were involved too. - Increased physical activities for the children throughout day – active maths, and breaks were becoming embedded. - Range of new physical opportunities for the children throughout the school year. - Apprentice and teaching assistant support focusing on children in FS developing their core fundamental skills. 	<ul style="list-style-type: none"> - Introduce 'Real P.E' - Competitions – internal and external

Academic Year: 2019/20	Total fund allocated: £ 16,530	Date Updated: July 2020		
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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports mid-day supervisor to engage children in physical activity.	<ul style="list-style-type: none"> - active play time at lunchtimes - Supporting the play leaders to promote activity and games. - New equipment to be purchased to enhance lunchtime play. - Support Foundation stage physical literacy x 2 afternoons a week. 	<p>£4,380</p> <p>£1764</p>	<ul style="list-style-type: none"> - Mid day supervisor set up a range of physical activities and challenges each lunch time. - All children took part throughout the week. - Play leaders were used to help engage all children, and support them. - Monitoring February 2020 shows a range of physical equipment and activities on the playground. All classes have a lunchtime slot. Children are being taught how to use new equipment and being set challenges. Lots of laughter, socialising and physical activity. - Children's comments: - "I am a play leader, I show the children how to use equipment and how to respect it." - "I love using the equipment, it is so much fun." - "Me and my friend keep having a competition to see who can do the most!" - Extra physical opportunities for FS children to develop fundamental skills. 	<p>Children have learnt new physical skills and engaged in new activities.</p> <p>Mid day supervisor to continue to introduce children to new equipment and also develop skills.</p> <p>N.S</p> <p>Children to use these new skills in a competitive way.</p>

Children to be more active throughout the school day.	<ul style="list-style-type: none"> - Physical movement breaks planned in for children throughout the school day. - Staff to use a range of physical movement breaks throughout the day to help children focus and remain active! - Staff to be given a range of interactive resources to support this. 		<ul style="list-style-type: none"> - Teachers have a bank of physical activities and exercises to plot into the school day. Teachers tend to use these a transition points to help focus children's attention. - Access to Active Maths online resource. - In March 2020 pupil questionnaire to gauge how active they were being in the classroom. 70% of children stated that they took part in exercise or active lessons. The activities which they stated included: "yoga.....dancing.....counting to 100 and exercising.....joe wicks." - 	<p>Children are now more physical throughout the school day.</p> <ul style="list-style-type: none"> - Refresh teachers on active breaks in September 2020.
Support children's physical development.	<ul style="list-style-type: none"> - Sports apprentice to support pupils in physical intervention groups. Focusing on gross motor. - Children's physical skills to improve. 	<p>Spring 1 = £634 Spring 2 = £634</p>	<ul style="list-style-type: none"> - Apprentice supported targeted groups throughout the school. Pre assessment enabled the apprentice to individualise the support needed for each child. Post assessment shows progression for all children. 	<ul style="list-style-type: none"> - Baseline in the Autumn term will inform teachers of children who need extra physical support. Teachers/ Teaching assistants to initially plan in physical interventions, with a view to apprentice support beginning in the spring term.

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:
Introduce the new scheme 'Real P.E' Support childrens physical, health, wellbeing and social interaction.	<ul style="list-style-type: none"> - P.E lead to attend training. - Whole school INSET. - All teachers to begin to use the scheme in Summer 2020. 	<p>£1,295 for Real P.E</p> <p>£495 for Subject lead training.</p>	<ul style="list-style-type: none"> - P.E lead attended 2 training sessions, and began to explore the scheme with her class. - 	INSET has been postponed until January 2021.
Maths of the Day lessons to encourage active learning.	<ul style="list-style-type: none"> - Teachers to plan at least one active maths session a week. - In FS active maths to be encouraged in the outdoor provision. 	£645	<ul style="list-style-type: none"> - Active Maths sessions were evident in planning in KS1 and FS. - Learning walk February 2020 observed an active maths session in year 1. This was in the playground, all children were very engaged. - March 2020 Pupil questionnaire showed FS and year 1 children were aware of active maths. <i>"Sometimes we have to run around the classroom and find all the cones then count them all"</i> <i>"When the music stopped we had to get into different number groups"</i> Year 2 children were not as aware of Active Maths. 	<p>Purchase Active maths and Active English to encourage active lessons.</p> <p>Ensure all teachers know how to use the resources, and are using them on a weekly basis.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children to have opportunities to engage in a range of new physical activities and opportunities	Enrichment sessions <ul style="list-style-type: none"> - Year 1 and 2 children to learn new skills in archery, cricket, curling and tri golf. - FS – Footie Bugs. Sessions to teach children new skills. Children to engage in new physical experiences. Children to develop their balance, core, coordination and social skills.	Part of NW Active core offer: £3220	Enrichment sessions – All children engaged with the sessions. They learnt new skills, and developed their skills as they competed in games. <i>"I loved it!"</i> <i>"we learnt how to use a bow and arrow, and shoot and aim at a target"</i> <i>"We had to aim and shoot, and I scored the most points!"</i> <i>"I liked tri golf the most because I used the club to get the ball in the hoop"</i> <i>"When we did new age curling we had to roll it to get the highest points."</i> <i>"It was really hard to aim, but I did get some points!"</i> <i>"I loved the archery, it was so much fun!"</i> <i>"We have been learning how to do big kicks and little kicks, you do big kicks when you want the ball to go fast and far, and just a little kick when you want it to go slow."</i>	Enrichment sessions to take place again in Spring 2021. Purchase new equipment for the MDS to use during lunch times, e.g archery sets.
	Improve multi-cultural aspects of PE by involving external providers and delivering multicultural sports activities	4 x workshops 2 x FS (Indian and Chinese new year.) 2 x KS1 (May pole and St Patricks Day.) Workshops to be spread out throughout the year. Children to have an increased understanding of cultural events through physical activity.	Education Group - £1500	Chinese New Year and St Patricks Day dancing took place this year. All Children engaged with the dances. <i>"I loved wearing the dragon head, it was so heavy"</i> <i>"I liked doing the dance with the fan, I had to move the fan all around."</i> <i>"It was so much fun!"</i> <i>"I liked dancing like a Chinese dragon!"</i>

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