



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA activities that your school already offer
- 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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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>In previous years, the children have received a range of different sports and physical activities within school. The participation rates of children for after school clubs are consistently high and the children have a want and desire to participate during lessons and clubs. The children have shown a high level of fitness (due to the previous levels of data) and have shown that they have made an improvement from their baseline data to their end of year data.</p> <p>We have been on a range of festivals and competitions promoting PE and fitness, which the children have enjoyed. This has given the children a chance to complete sports and PE that they might not have the opportunity to complete elsewhere or outside of school. This also promotes the love and enjoyment of sports and activities that the children may not have heard of before and therefore find their niche.</p> <p>We often join with Ashbrook Junior School to compete against them or promote fitness and PE. This shows the children the continuation of PE and fitness through the ages and when they leave the Infant school. Because of the joint activities, it gives them a chance to compete on a higher level due to them competing against older children. We have a football coach working with the children each week (after school clubs) that often does holiday clubs where the children link with older children; mainly from Ashbrook Junior School.</p> <p>We ensure that the children are involved in a range of enrichment activities throughout the year. We have a range of different specialist teachers in to school to help and support the children's love of PE and sport. We have previously had Karate teachers, football teachers and dance workshops. We aim to provide as many of these enrichment days as we can through the academic year to encourage the children's love of PE and sport further.</p> <p>Staff at the school have commented about the increased amount of confidence that they now have due to CPD, training and curriculum support that they have received. We ran a whole school INSET day based on Real PE and running this in our school. With all staff participating, it meant that anyone can contribute and teach PE within school and have an understanding of how we teach it in Ashbrook Infants.</p> <p>We keep parents/carers and governors regularly updated through the weekly newsletter. We also have a PE notice board within school which is regularly updated with news and achievements within school.</p> <p>Starting in September 2018, we have bought into the Maths of the Day! Active Maths! Subscription. This is enabling us to work within the curriculum objectives for Maths as well as promoting fitness by getting the children moving and active during what could quite an inactive lesson. This is engaging the children and giving teachers more time to think about the fitness and active approach to learning; hopefully bringing this in during other lessons.</p>	<p>Run Real PE throughout the school. Ensure that all staff have training on how to teach PE using Real PE and implement it throughout school.</p> <p>PE co-ordinator to take part in leadership training days with Real PE. Feedback to the rest of the school and implement through the teaching of PE.</p>

Starting in September 2019, we have bought into Real PE. This is enabling us to teach high quality lessons to the children on a regular basis and give staff more confidence when teaching because of the amount of support on the site.	
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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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	%
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?	Yes/No

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: 2019/2020	Total fund allocated: 16,895	Date Updated: 22 nd January 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				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:
<p>All children, including SEN and disadvantaged pupils will have the opportunity to take part regularly in a range of physical activity, both in and out of school.</p> <p>Improve fitness and healthy lifestyles of all pupils</p>	<ul style="list-style-type: none"> - Purchase and Run Real PE throughout the school. - Ensure that mid-day supervisors are willing to participate and run activities during lunch time. - Continue with after school football sessions (run by outside agency). - Specialist teacher to teach KS1 class on Thursday afternoon. 	<p>£2,390-Real PE, INSET day, 3x days of training- cover.</p> <p>£3,500- Specialist coach for whole year.</p>	<ul style="list-style-type: none"> - Real PE is being used throughout school on a regular basis. - After talking with staff, children are more engaged during lessons and are progressing in areas such as: communication and social skills too. - Increased participation in after school football club- a range of different age ranges are attending the club. - Specialist teacher to teach KS1 children once a week. 	<p>Ensuring that the quality of PE is taking place throughout the school would be sustainable as observations and talking to the staff could take place on a regular basis.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>PE and sport will have a high profile as a tool for school improvement.</p> <p>Raise the profile further of PE and sport in school through a range of methods to ensure access by all.</p>	<ul style="list-style-type: none"> - include PE and sport section on every weekly newsletter - Use gold assemblies to increase parental knowledge about PE and sport activities in and out of school. - Ensure PE notice board is kept up to date with photos from lessons or from children outside of school. - Mid day supervisors leading activities on the playground for the children to join in. 		<ul style="list-style-type: none"> - Every weekly newsletter has information of PE and sport included in to update parents and carers on events and learning in school. - PE notice board in the hall to promote the children's involvement with PE in and out of school. - Promoting love of sport and PE for the children. Getting them interested in new sports and fitness. - Showcasing children's achievements out of school- certificates and awards. - Giving certificates to those children who have been outstanding achievement and trying in PE during assembly to encourage progress and recognition. - Mid day supervisors have been given lots of new equipment to encourage and motivate movement and activities on the playground. They are arranging sports and competitions for the children to encourage the children to enjoy and become 	<ul style="list-style-type: none"> - Continue to engage ESSP for events and activities. - Continue to update notice board, website and social media to show the profile of PE and sport within the school. - Update parents on a weekly basis by continuing to use space on the newsletter to let them know what the children have been up to this week. - Notify parents about new clubs and out of school physical activities that they could get their children involved in. <p>In terms of sustainability, this area is easily sustained as most of the actions can be controlled by the PE coordinator. Due to staff having curriculum support in a range of different areas and topics, they are confident and willing to teach these to the children if we did not have the specialist teacher in.</p>

			<p>excited by sports more.</p> <p>All of the children are excited and motivated to join in during the lessons. Due to the range of different activities that occur at school, the children are more interested in engaging in and talking about Sports and PE (both in school and outside of school).</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:
<p>All staff will be confident at competent at teaching PE. They will have a range of strategies for ensuring that all children are physically active throughout PE lessons. All staff will understand the impact and importance of this.</p> <p>Maintain staff competency and confidence</p> <p>Assessments embedded to ensure consistency of approach across Key Stage One.</p>	<ul style="list-style-type: none"> - Real PE training- whole school INSET day for all staff. - Staff teaching and subject knowledge enhanced through regular curriculum support. - PE Learning walks with PE governor - Meet with PE Governor to talk about impact and keep them updated about PE and sports within school. 		<ul style="list-style-type: none"> - Staff have implemented PE assessment throughout KS1 and complete this as a baseline and then again at the end. - PE feedback from Real PE Co-ordinator days to all of the staff to ensure that they are kept up to date with the new system. - Using the Maths of the Day! Active Maths on a regular basis with the children. <p>All teachers are confident when teaching PE. They have had a range of CPD and curriculum support focusing a lot of different types of activities and sports. The teachers have had chance to observe, be observed and ask lots of questions from trained PE coaches which has aided them when teaching their own lessons.</p> <p>Assessment has been condensed to ensure that the teachers are spending the maximum amount of time teaching the children and understanding their abilities. The current format for assessment gives teachers chance to check the progress of the children by looking directly at the objectives prior to learning and at the end of learning.</p>	<ul style="list-style-type: none"> - Continue to implement assessment programme throughout KS1 and collate the data at the end of the year to see if there has been progress. - Continue to inform staff around changes within PE. - Continue to run Real PE throughout the whole school. <p>Active Maths will be sustainable in long run because of the little time and effort it takes to run. Active Maths is making progress with the children as it is another way for the children to learn and remember important information and how to work things out.</p> <p>Real PE will be sustained in the long run because of the ease it is for staff. It also gives children a chance to progress and learn skills that they might not otherwise learn in PE.</p>

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:
<p>Pupils will have access to a broad range of sports in school and out of school. They will be introduced to new and different skills across a range of activities.</p> <p>Increase opportunities to participate in a range of new and exciting enrichment activities.</p>	<ul style="list-style-type: none"> - Joint Sports day with Juniors to incorporate a wide variety of activities - Football after school club open for all children. - Sports Week- offering children more chance to compete activities at school that they might not do at home. - Travelling by Tuba music company- focusing on Olympics and the different sports and activities that are taking place in it 	<p>£550- Travelling by Tuba</p>	<ul style="list-style-type: none"> - ASC are always full capacity. - Continue to use Cyber coach during lessons. – promoting different types of physical activity. - Children are experiencing a range of activities and lessons- not only based on the skills that they need to learn but also dependent on the needs of the children. - Designed to link with the Games in Tokyo in Summer. A flag waving ceremony, musical athletes, anthems and instruments- giving children more chance to become interested in different sports. <p>This is giving children a chance to explore different activities and understand what kinds of sports and activities there is available. The children are able to take part in a range of activities and sports, adapting them to link with areas that the children need to focus on or want to explore further.</p>	<ul style="list-style-type: none"> - Organise this year's sports day with Ashbrook Junior School and look at activities to ensure there are a range that are offered. <p>This is sustainable as the teachers have had a range of different CPD and curriculum support and are now confident to teach these to the children.</p>

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:
<p>Pupils in school will take part in a number of inter school and intra school competitive activities.</p> <p>Increase number of pupils participating in competitive sports and activities</p>	<ul style="list-style-type: none"> - Prepare children for competition emotionally and physically to ensure their enjoyment - Utilize the opportunities to take part in a variety of enrichment competitions (links to statement 4)- Joint sports day with Junior School- Summer 2 - Playtime equipment for the playtime leaders on the playground. 		<ul style="list-style-type: none"> - Feedback from sports day will show increased engagement and involvement with the competitive aspects of sports day (focus on competing against similar age peers). - Using the playtime equipment, the mid day supervisors have been able to set up a range of different activities and sports for the children to try. Most of them have a competitive element to them and some form of team sport. 	<ul style="list-style-type: none"> - Continue to take part in competitive activities and sports with children- both during Sports day and PE lessons. <p>In the long run, this is sustainable as all of the equipment is being used by the mid day supervisors and children. It could be a potential to give the mid day supervisors some training to further their understanding.</p>