



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.

Key achievements to date: STANDHILL INFANTS SCHOOL	Areas for further improvement and baseline evidence of need:
<p>18-19</p> <ol style="list-style-type: none"> 1. A play leader was appointed which helped the children participate in 30 minutes of daily exercise. 2. All staff had 12 sessions of CPD for dance and ball skills which built on their CPD from last year. 3. All year 2 children learnt to ice-skate through a half term programme, which also developed confidence and resilience. 4. All children participated in yoga sessions to develop a healthy mind and body. All children participated in 6 enrichment days to broaden their access to PE activities. 5. All children competed in termly competitive sports days organised by an outside provider. 6. Year 1 children enjoyed an inter school PE festival. 7. The building of an outside classroom and resurfacing of the FS outdoor area has given all children more opportunity to be active 	<ol style="list-style-type: none"> 1. The profile of PE and Sport to be further enhanced by the appointment of a new PE coordinator. 2. Purchasing of new equipment for PE lessons, after school clubs and playtimes. 3. Further opportunities for children to develop their skills through competition.

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?	NA
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA
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?	NA

*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: 2019/20		Total fund allocated: £17,320		Date Updated: September 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: 45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Each PE session to be delivered by 2 members of staff to encourage engagement and give feedback so that all children are active for at least 30 minutes a day. Play worker to devise specific lunch and playtime physical activities to engage all children in accessing 30 minutes physical activity.	Continued employment of a play worker to support PE, playtimes and lunchtimes.	£7,800	PE planning Playtime rota PLANNED IMPACT – All children are fully active for 30 minutes per day	This can be sustained annually. Money will also be used to train new play leader.	
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: 12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
All pupils will take part in 'Be safe and healthy week' to promote PE, sport and healthy lifestyles. Children will be aware of healthy lifestyle choices. Half termly additional PE lessons. Each class timetable to use the new outdoor classroom so that they are more 'active' whilst learning.	Planned week of activities to include <ul style="list-style-type: none"> • Healthy schools life van • Yoga day • PE Enrichment day • Staying safe and healthy class run activities. 	£500 £150 x 6 £122 x 6 = £2132	Planning Work evidence Coordinator file PLANNED IMPACT – All children are aware of how to stay healthy and how exercise is a big part of this.	This can be sustained annually. Planning takes in to account previous experiences and knowledge. Pre and post questionnaires to parents about children's skills.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
CPD for new PE coordinator will ensure progression of skills for all children. Development of key competitions throughout the year will widen the variety of opportunities for the children.	<ul style="list-style-type: none"> Liaison with PE coach to develop programme. 	£600	Before and after skills questionnaire PLANNED IMPACT – PE coordinator will have the skills to lead the subject area, which in turn will develop the skills and opportunities for the children.	Through planned CPD in school coordinator will be equipped with without relying on specialist PE provision.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All year 2 children to take part in ice skating lessons Year 1 children to have taster ice-skating lesson	Liaise with Nottingham Ice Arena. Gain consent from parents. Year 2 children to attend 1 x taster and 6 x 1 hour sessions.	£2,000	Register of attendance. PLANNED IMPACT – All year 2 children will have had the opportunity to partake in a sport which otherwise they may not have experienced. Some children will go on to have further lessons and 2 children will be offered sporting scholarships.	This is sustainable for year 2's whilst the funding allows. Evaluation of activity will take place by PE coordinator to see if this is to be offered next year. (now in second year)
Half termly PE day which will offer the children a new activity each time e.g clubbersize, circuit training	Half termly PE day led by specialist sports providers.	£900 =£2,900	PLANNED IMPACT – children have confidence to try new activities, are happy to participate competitively	Sustainable whilst funding allows. Next step is for the PE coordinator to broaden their skills to train sta

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1 session per term of competitive sports led by PE coach. All children will be encouraged to participate competitively against their peers to develop resilience as well as teamwork.	1 competitive day's activities per half term led by sports specialist across a range of sports. E.g team games, football etc. Invite Porchester Junior school to participate with our children.	£900	Score sheets and planning PLANNED IMPACT – All children will have experience of competing in a controlled environment. All children will have the opportunity to work as a team to develop team skills. Photos, planning	Teachers observing these lessons will be able to apply skills to weekly lessons.
Liaison with other KS 1 schools to develop interschool competition will increase children's competitiveness and skill level as well as team building skills and enjoyment.	PE coordinator to meet with other KS 1 teachers/ sports providers to organize 'mini games'.	£1,000 =£1,900	PLANNED IMPACT – Children will have confidence to compete with a wider range of children.	Once set up will be sustainable with the cooperation of other schools.
Total allocated £15,332 = 88%				
Unspent allocation £1988 = 12% sports equipment.				