



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

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 Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

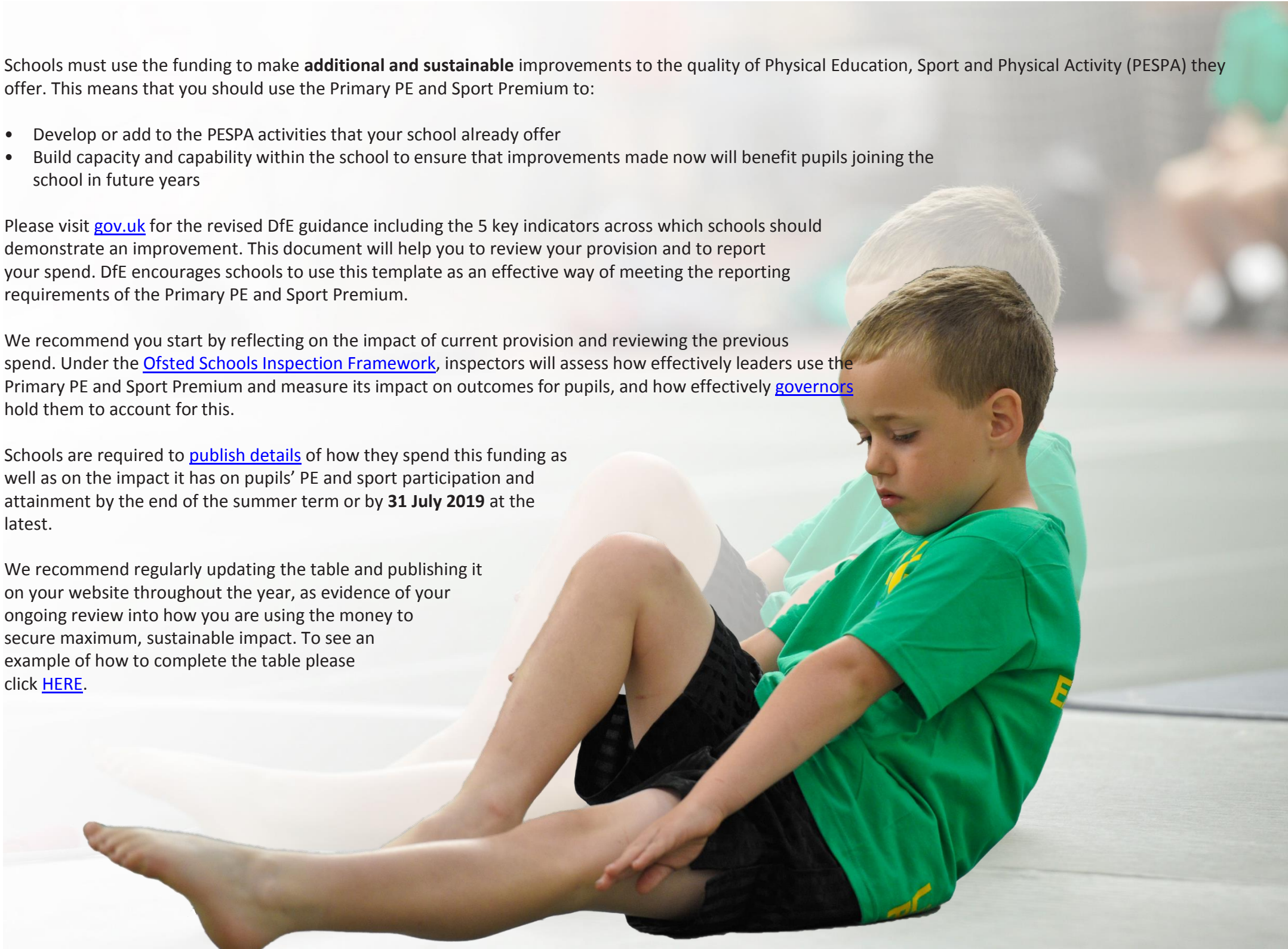
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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: |
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| <ul style="list-style-type: none"> 100% of all children have experienced at least three intra school competition, which has included sitting volleyball, handball and cross country 90% of staff felt more confident teaching PE – a 5% increase on last year 19 inter school sporting fixtures including cricket, rounders, tag rugby and cross country 28 extra-curricular sports clubs run over the year. 22 of them free. 346 free places for children throughout the year Gold Sports Mark for the last three years Commitment to two hours of P.E. a week High quality 1:1 CPD for class teachers Development of broad P.E. provision Sports Leaders running lunchtime sporting activities | <ul style="list-style-type: none"> Explore the possibility of Top Up swimming Delivering different sports in and out of school time Participating in more sporting events which target the more reluctant children e.g. table tennis, orienteering Set up orienteering course in the school grounds Further develop teachers skills at delivering P.E. lessons Magic Mile to be completed at least twice per week To run at least six intra whole school competitions Explore purchasing minibus so we can attend more sporting events |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| 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. | 70% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 59% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 52% |

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| 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 |
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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.

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| Academic Year: 2018/19 | Total fund allocated: £17770 (177 pupils) | Date Updated: July 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: |
| <ul style="list-style-type: none"> Children will have more opportunities to explore physical activity throughout the day Further develop our 'Magic Mile' Install outdoor activity areas (key stage one and two) to promote more active in our aim for 60 minutes physical activity per day. To develop sporting / active break and lunch times. To encourage reluctant children to participate in physical activity | <ul style="list-style-type: none"> Install outdoor activity areas (key stage one and two) to promote more active in our aim for 60 minutes physical activity per day. To develop sporting / active break and lunch times, so children can participate in at least 30 minutes of physical activity. Make 'Magic Mile' more high profile to encourage 'mile' to occur more often and children participating in an additional activity at least twice a week. Run a lunch time club 2 x per week targeting children (Mrs Gill) | <p>£4500</p> <p>£1000</p> | <p><i>More extra-curricular activities on offer to all of our children:</i></p> <p><i>Autumn 18 extra-curricular sports clubs – tag rugby, stoolball, badminton, girls football, multi-skills, netball, yoga, fun fitness, football, karate</i></p> <p><i>Spring 19 extra-curricular sports clubs – football, dance, hockey, multi-skills, fun fitness, karate, running club, yoga</i></p> <p><i>Summer 19 extra-curricular clubs – multi-skills, cricket, stoolball, tennis, karate, athletics, fun fitness, yoga, cross country.</i></p> <p><i>More children participating in the 'Magic Mile'</i></p> <p><i>Children very keen to participate in lunchtime club with Mrs Gill – eight children targeted in Key Stage One;</i></p> | <p>Magic Mile needs to have a higher profile and happen at least twice a week per class.</p> <p>Play Leaders very popular with Key Stage One children – we need to develop this to develop the opportunities for Key Stage Two children. Ensure we implement Play Leaders training in the autumn term.</p> <p>To increase the amount of opportunities;</p> |

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| | | | <p><i>six children in Key Stage Tw. Children's confidence in P.E. increased; were active for sessions and many of these children have now been identified as participating more in active playtimes; spatial awareness slightly improved in P.E. lessons.</i></p> <p><i>Key Stage One and Two tyre walk installed (Oct 2018 / April 2019) – 'They help with my balance as I want to be a dancer', 'They are fun and you get to play 'IT' a different way.'</i></p> <p><i>Obstacle Course installed (April 2019) and is assisting with developing a healthy and active lifestyle for the children.</i></p> <p><i>Play Leaders running/organising sporting activities for all children.</i></p> | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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"> to improve the provision of physical education at Petworth CofE Primary School during lessons | <p>To ensure that all lessons and clubs have all the resources needed to be successful. Purchase school equipment to add to our school's diverse PE Curriculum including tablets to record performances and results.</p> <p>To purchase affiliation to Midhurst Rother College PE initiatives and Youth Sport Trust</p> | £3900 | <p><i>Promote and support new clubs in the Petworth area – cricket (U11 and U8); football (U10 & U9)</i></p> <p><i>Equipment purchased and a wider range of sports taking place during school lessons and beyond</i></p> <p><i>Appropriate paperwork being</i></p> | |

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| | <p>Sports news board, website, newsletter, social media will be publicised and maintained throughout the year and updated to show the increase in sports events and activities. Letters and permission slips, kits and transport organised.</p> <p>Various pitch markings for new sports e.g. stoolball</p> <p>P.E. co-ordinator to organise inter school competitions</p> | | <p><i>completed in order for our children to participate in sporting experiences beyond the school boundaries.</i></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: |
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| | | | | % |
| 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"> ○ Raise the standard in teaching of P.E. across the school ○ Teachers knowledge of generic skills ○ Promote girls football | Fund a PE expert to support teachers in their delivery of PE. To raise the confidence of teaching and improve the learning opportunities for the children. | £2340 | Every class teacher to get support to develop their P.E. teaching. Focus on multi games, invasions games and striking and fielding. | Teachers to be given CPD in other areas of the PE curriculum e.g. dance, orienteering |
| | Support from PE expert (dance) | £1560 | Six of the eight classes to have CPD in dance by a dance expert. Teachers more confident in areas previously recognised as needing development. | Further develop girls football and continue to employ football coach for after school club; make links with local football clubs. |
| | Employ a sports coach to run a girls football club | £1000 | Broader range of skills taught during P.E. lesson, improvement in teaching of skills, increased confidence in teaching P.E. across the school, more opportunities offered to children. | Explore the possibility of more swimming sessions (Top Up) |
| | To train a member of staff in a swimming coach qualification | £1000 | Smaller groups for swimming lessons, which enables children to make more progress. More time spent with children, who are reluctant/scared of the water and who do not attend swimming lessons outside of school. | |
| 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: |
| To enable all children to access Forest School each year | Contribution to Forest School - During the year every child will participate in Forest School education. Provide safe, effective equipment and | £3950 | Every child has to walk to the Forest School site; constantly active during the two and half hour session, which ensure the children are physically active; | Explore the possibility of getting another adult trained at level 3 |

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| | | | <p><i>have been unable to release a teacher.</i></p> <p><i>P.E. co-ordinator to attend P.E. conferences and any member of staff to attend other relevant CPD opportunities.</i></p> | |
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