



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



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SPORT
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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 and baseline evidence of need:
<ul style="list-style-type: none"> • Inclusive sports • Interschool Competitions KS2 • Introduction of the REAL PE Scheme • Links with locals clubs/leisure centre 	<ul style="list-style-type: none"> • Clubs offered and attended- Pupil Premium, Key Stage 1 and Key Stage 2. • Intraschool Competitions- KS1/KS2 • Year 5/6 swimming • Pride in representation of school • Leadership roles of Ambassadors

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	N/A- This data was not gathered at the end of the year however will be monitored closely this year to identify the impact and ensure the provision provided meets the National Curriculum requirements for swimming and water safety.
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	
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- Additional booster swimming sessions for Year 5 and 6.

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: 2017/18		Total fund allocated: £17460		Date Updated: 26 th November 2017	
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: 17%
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 play different sports at play times led by playtime supervisor and sport Ambassadors	- Create timetable with supervisor and Ambassadors to include a range of sports Ensure equipment meets is suitable and allows children to access different sports across KS1 and KS2	Staff time £3000	- KS1 and KS2 having set planned activities overseen by TA. - Ambassadors to lead to give responsibility and support Year 5/6 to become leaders.	- Ambassadors to feed back in School Council and discuss-rotate sports/activities and give other children opportunity to be supported by Ambassadors/TA's.	
Classes to include Go Noodle activities everyday which develops children's gross motor development, coordination, and prepares them for learning.	- KS to discuss at staff meeting and engage staff to use. Teachers to create log in.	Staff time	- Classes are using Go Noodle 2/3 times a day. Children are engaged and are prepared for learning using the activities. A child in Year 4 said 'I like listening to the music and dancing. I like not sitting down and it helps me concentrate more after.' A child in Year 2 said 'I like Go Noodle because it's exciting and fun and I like doing it at different times in the day.'	- Discuss impact with staff and discuss when in the timetable it is working. - Make links with learning for cross curricular.	

Challenge after lunch to allow children to motivate and challenge each other and be involved in physical exercise as a key stage.	- Adults to lead challenge- all children to participate.	Staff time	- Children are excited to complete the challenge. - Children are completing more of the challenge through the week.	- Continue to change challenges to keep children engaged. - Set personal challenges with the challenge to develop motivation.
Whole School Challenge- children work as a team to complete activity.	- KS to sort houses for children to be in and inform the teachers. - Ambassadors to lead activities and motivate and support their house.	Staff time	- All children and staff are engaged with the challenge (See photographs). - A child in Year 3 said 'It is fun. I like ball games and that the whole school does it. Its better with more people, I like being with different classes.' - A child in Year 5 said 'It's healthy. I like the challenges.' - A child in Year 2 said 'I enjoyed when we had to pass the ball over our heads down the line.'	- Get Ambassadors to lead more and plan challenge.
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:
Complete a pupil questionnaire to give children a voice with the delivery of PE in school whilst increasing participation and motivation.	- KS to design questionnaire for children to complete- ensure all children can access to have their voice heard. - Ambassadors to lead this and collect and sort results to feed back to KS.	Staff time	- Analysis from questionnaire: All children completed the questionnaire and were clear about their enjoyment of PE in school, things they would like to change and commented on the clubs offered: - 25% of pupils did not attend a club because they had problems with getting home afterwards. - 25% of pupils did not attend a club because they did not like the sports on offer.	- Complete questionnaire end of Spring Term. - Discuss in Sports Council.

<p>Increase self-esteem, discipline and access to sports for disadvantaged children</p>	<ul style="list-style-type: none"> - Ensure all sporting events are inclusive- interschool and intraschool. - Use sports budget to fund clubs to avoid cost barrier for Pupil Premium parents. 	<p>£1000</p>	<ul style="list-style-type: none"> - See Participation document for each class- children are being entered into competitions and develop skills in PE/Games lessons. - Intraschool competition this half term was football. KS2 all took part and enjoyed working with other year groups. Child in Year 5 said 'The football tournament was very exciting and fair. People who don't usually play were included.' - 55% of KS2 enjoyed the intraschool competition. - KS1 Have taken part in Virtual Schools Competition- all children awarded with sticker and certificate. Comparing with other schools but also within. - 69% of KS1 enjoyed the intraschool competition. 	<ul style="list-style-type: none"> - Continue to enter interschool competitions- continue to pay school transport to avoid barrier. - Intraschool competitions planned for the rest of the year: Continue to attend interschool competitions over Spring and Summer Term.
<p>Equipment to enhance participation and 'uplevelling' of specific skills, whilst ensuring there is enough equipment for whole class lessons to ensure inclusivity, and opportunities to use equipment.</p>	<ul style="list-style-type: none"> -Resource audit completed- identified equipment needed and ordered. 	<p>£400.00</p>	<ul style="list-style-type: none"> - PE Football goals have allowed other schools to come to St Mary's for competitions. 	<ul style="list-style-type: none"> -Lunchtime sports supervisor to ensure equipment packed away properly. -liaise with staff about equipment suitability for all ages. -complete equipment audit at the end of year.

<p>New PE Kit to raise the standard of PE but also support children to feel pride in their achievements and participation in sport.</p>	<p>-PE Clothing audit to be completed and identification of kit that is needed.</p>	<p>Staff time £300.00</p>	<p>See PE Kit Audit. Kit has been bought and audit identified what is needed. -Children are being given kits and are enjoying attending competitions in it. - Governors also involved in discussions to raise the standard of PE- discussion about other kit we need. - A child in Year 3 said 'My PE kit makes me feel ready to do PE.' A child in Year 6 said 'I am proud to wear my PE kit to other schools.' - 15% of pupils would like to improve their PE kit.</p>	<p>- Ensure PE kits are signed out and returned after events. Sport leader to ensure this happens. - Complete PE audit throughout year to ensure kit is being returned and to consider other kit needed.</p>
<p>Sport Ambassadors are trained to allow them to have a role in leading and organising. Sports Council to be created to allow children across the school to have a voice.</p>	<p>- Introduction of sports council and sports ambassadors, leading and planning school sports events (across complete age range).</p>	<p>£100</p>	<p>- Ambassadors are keen to have responsibility. - Sports Council to meet every half term and consider PE/Sports in school and how we can continue to raise involvement and overall raise the standard.</p>	<p>- Continue to give Ambassadors and Sports Council a voice. - Ensure all children are given opportunities to give their opinions through questionnaires and feeling confident to speak to the Sport Ambassadors and Sports Council.</p>
<p>Children to attend swimming boosters to meet requirements of the National Curriculum for swimming and water safety. Children attend weekly and are supported by trained staff to ensure they will leave St Mary's being able to swim.</p>	<p>- Head teacher to meet with swimming teachers to discuss requirements and expectations of the National Curriculum. - Children to attend booster sessions weekly to develop confidence and skills. - Certificates to be given to children when they have met expectations.</p>	<p>£120.00</p>	<p>- Swimming instructor has a clear understanding of the expectations of the National Curriculum. - Children are now all putting their head under the water. - Timetabled sessions for children to work on water safety. -One child can now confidently swim 25m and just needs to complete water safety- when this is met</p>	<p>- Ensure data is collected at the end of the year to ensure the impact of the boosters can be considered.</p>

			<p>another child will have the opportunity to attend the session.</p> <ul style="list-style-type: none"> - Parents are aware of the expectations of the National Curriculum and one parent explained 'For the first time this weekend my child asked to go swimming because of the swimming boosters.' - A child in Year 5 said 'I found our swimming teacher very supportive and that is how I learnt to swim a length.' 	
<p>Learn to Move- To develop children's fine and gross motor skills to support them with their learning.</p>	<ul style="list-style-type: none"> - To support children to develop their fine and gross motor skills to help them make progress in their learning. - Staff to observe session to allow them to use activities in PE lessons and support for fine motor. 	£231.00	<ul style="list-style-type: none"> - Continue to monitor impact through the year- Learn to Move Leader is aware of children's needs. - Leader liaises with class teacher/TA with feedback, achievements and difficulties child is having. - A child in Year 2 said 'It's a great start to the day, I get to move and also work on my handwriting.' 	<ul style="list-style-type: none"> - Continue to identify children who need to develop Gross and Fine motor skills. - PE Leader to work across the school to develop awareness of developing neuromotor development to ensure children are prepared and ready for learning. - Activities to be given to staff to use. -Overall scores to be given to Sports Leader by Learn to Move Leader

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improved quality of children's physical education in Key Stage 1 and Key Stage 2 to ensure they are competent and confident and lessons are engaging, challenging and inclusive.	<ul style="list-style-type: none"> - In house training for new staff to support with the delivery of the Real PE Programme. - Questionnaire to gauge confidence, knowledge and skill but also deal with any barriers in these areas. 	Staff Time	<ul style="list-style-type: none"> - Whole staff attended professional development days which resulted in increased confidence and improved teaching and learning- use this training to train new staff to deliver the programme. - Analyse assessment document Spring Term to see progress across the school. Feedback from questionnaire (See Pupil questionnaires) Challenging- 43% of pupils feel challenged in PE. Enjoyment-72% of pupils enjoy PE. - Feedback from questionnaire about clubs has been considered to increase attendance alongside confidence. 	<ul style="list-style-type: none"> - PE subject Leader to support new staff in school with planning for delivery of physical education. - Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment.
Staff CPD to develop their skills alongside confidence and knowledge in teaching PE and Sport to allow the understanding of the curriculum to be developed alongside learning how to further challenge children.	<ul style="list-style-type: none"> - Speak to Irene about any CPD training. - Identify from staff questionnaire in which areas staff require CPD 	£300.00	<ul style="list-style-type: none"> - Sports Leader met with new staff to develop confidence in the delivery of the programme. - Feedback from staff questionnaire to be added. - Sports leader has met with members of staff to develop their understanding to teach Real PE to allow children to develop the 	<ul style="list-style-type: none"> - PE subject Leader to identify any staff who need further support and to provide appropriate professional learning. - Further professional learning opportunities for staff who request it. - PE Subject Leader to monitor

			fundamental skills for movement.	and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.
Improved role modelling of healthy active lifestyle behaviours by all school staff to reach all children.	<ul style="list-style-type: none"> - Walk to school week- certificates to all those children who take on the challenge. - Monitor lunch boxes and send home healthy lunchbox advice. - Link with Bridport Leisure Centre and local clubs to inform parents about extra-curricular clubs available to children. 	Staff time	<ul style="list-style-type: none"> - Good communication between lunch time staff and class teachers. Children who have unhealthy lunchboxes are given guidance. Increase in healthy lunchboxes has been noticed by lunch staff. - Tennis and basketball clubs' information given to parents. 	<ul style="list-style-type: none"> - Continue to monitor healthy food options. - Children to cook healthy options during cooking lessons and be provided healthy cooked lunch. - Continue to liaise with sport professionals and Bridport Leisure Centre to give parents information to encourage a healthy active lifestyle.
Class teachers to increase confidence supported by external coaches to enable children access to a higher level of sport knowledge and skill.	- Class teachers to work alongside external coaches to develop skillsets and knowledge of teaching strategies.	£500	<ul style="list-style-type: none"> - Tag Rugby coach supported Year 6 staff to develop their skills and understanding of tag rugby, to be taught in the Spring Term. - A Year 6 child said: 'It was fun because we got to chase each other around and use lots of energy.' 	<ul style="list-style-type: none"> -Introduce support throughout the school to widen the reach of confidently delivered lessons. -Continue to work with external coaches to develop staff confidence to deliver high quality lessons across a range of sport ensuring engagement, inclusion, and progression.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Provide KS1/KS2 access to a range of clubs to increase participation, engagement and opportunity to develop skills.</p>	<p>- Pupil questionnaires to be completed and questions asked regarding clubs.</p>	<p>Staff time External Club Coaches: £500.00</p>	<p>- Feedback from pupil questionnaire: 56% of the whole school attended a club in the Autumn Term. Of that, 87% enjoyed the club attended.</p> <p>Pupils put forward sports that they would like to try at school having not had the opportunity so far. The percentage breakdown is:</p> <ul style="list-style-type: none"> ➤ 59% of pupils would like to try golf ➤ 54% of pupils would like to try rugby ➤ 44% of pupils would like to try tennis ➤ 29% of pupils would like to try badminton 	<p>-Complete Spring/Summer term pupil questionnaire to monitor participation and engagement with clubs.</p> <p>- New sports can be introduced through clubs and external coaches.</p> <p>- Ensure every child is aware of clubs so that they have the opportunity to partake.</p> <p>-Teachers to develop confidence alongside external sports coaches to enable to confidently deliver a range of sport.</p> <p>Introduce sports identified in questionnaire.</p>
<p>Link with PTA to get feedback about the organisation of clubs, to ensure parents are involved in sign up and are aware of what is available to their children across KS1 and KS2 to increase participation of children in clubs, both in and outside of school.</p>	<p>-School link to discuss with PTA to develop communication. -Sports leader to liaise with school link member prior to meetings (See minutes).</p>	<p>Staff Time</p>	<p>-See minutes from meeting. -Consideration about the sign up for clubs to ensure parents are aware of what is available. -Texts to be sent out with updates and reminders</p>	<p>- Continue to liaise with PTA using school link member of staff to ensure working effectively to benefit the children's participations and ensure parents awareness of what St Mary's is offering.</p>

<p>Link with Bridport Leisure Centre to promote sport and tackle obesity.</p> <ul style="list-style-type: none"> -Gymnastics/Multiskills -Swimming -‘This Girl Can’ (See above for impact and cost) -Intense swimming- Year 5/6 (See above for impact and cost) 	<ul style="list-style-type: none"> -Bridport Leisure Centre to now offer swimming, gymnastics and multi-skills provided by qualified staff. -Year 5 and 6 children to receive intense swimming sessions so more children leave St Mary’s being able to swim and are aware of water safety- record progress to help plan, monitor and report. -Children to attend the programme ‘This Girl Can,’ to develop an awareness of health and weight. - This Girl Can- to build self-esteem, confidence and tackle weight loss. Range of activities including martial arts. 	<p>£3587.60</p>	<ul style="list-style-type: none"> - By linking with Bridport Leisure Centre, children have had the opportunity to develop a range of skills taught by professionals with in depth knowledge of their sport. - Children are attending ‘This Girl Can...’ weekly- ongoing. - Evidence has shown a child in Year 5 said ‘It is fun. It gets me up and ready and it is good exercise.’ 	<ul style="list-style-type: none"> - Maintain links with Bridport Leisure Centre. Use impact to identify what has been beneficial to the children. - Children to continue to attend ‘This Girl Can...’ to tackle weight loss and develop self-esteem and confidence.
<p>Forest Schools including gardening- Allow children to have opportunities to learn and be active in an outdoor environment and make links with nature.</p>	<ul style="list-style-type: none"> - Children to be provided with outdoor learning opportunities. - Children to work alongside gardeners on projects whilst developing confidence and self-esteem. - Timetable for children to work with gardeners throughout the year. -Forest School leader to support staff to develop skills. - Member of staff to attend Forest School Training 	<p>£1704.00</p>	<ul style="list-style-type: none"> -See Gardening Club list for evidence of children attending session with gardeners. -A child in Year 2 said: ‘I love being outdoors and gardening in the polytunnels.’ -Polytunnel and gardening area is continuously being developed. 	<ul style="list-style-type: none"> -Forest School leader to communicate with gardeners and work on projects throughout the year.

<p>Year 3 and 4 children given the opportunity to engage in the STEM project to develop links with the wider community and develop a peace garden.</p>	<p>-Forest School leader to communicate with STEM Project organisers to ensure regular access for children to increase participation. -Children to communicate their ideas during Harvest Service to increase awareness of the whole school and parents.</p>	<p>£552.00</p>	<p>-Ongoing project. When completed, children across the whole school will have access to this during lunchtime. -Increased links between the Church, wider community and St Mary's.</p>	<p>-Timetable of accessibility to the peace garden. - Forest School leader to ensure children are aware of the environment available to them.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 30%</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>Intraschool competitions. All children to be involved in competitive sport within PE lessons and organized competition.</p>	<p>- Events to be organised where classes/teams compete- once every half term. - Reception/KS1 and KS2 to participate. - Ambassadors/other leaders to help organise and run events. -PE Coordinator to liaise with staff to ensure coverage across the curriculum. -PE Coordinator to liaise with KS1 staff to deliver the virtual schools competition. -Virtual schools competition – order medals and stickers</p>	<p>Staff time £100</p>	<p>Autumn Term: - KS2 Football - KS1 Virtual school competition - Speaking about the football tournament a child in Year 5 said 'I loved it and it was really fun. I want to do it again.' This indicates the positivity gained from opportunities given to children to work with others and develop a positive attitude towards PE and competitions. - A child in Year 2 said 'I have enjoyed trying to jump and throw further each week.' This shows dedication and a great 'have a go' attitude towards the challenges.</p>	<p>- Continue to plan intraschool competitions to engage children in sports and develop their sportsmanship. - Spring Term: KS1- Gymnastics and Dance KS2- Tag Rugby and Dance - Summer Term: - Sports day KS1 and KS2- Whole school sport afternoon in house teams. -Other sporting events to be organized throughout the year. - Continue to provide children with opportunities to work as a team and develop a positive attitude towards sport alongside a 'have a go' attitude</p>

				and perseverance.
Inter-School Competitions. Work in partnership with other schools to give children opportunities to be involved in competitions.	<ul style="list-style-type: none"> - Liaise with Sports organiser and enter a range of sporting competitions. - Ensure PE lessons and professional coaches are linked to the competitions the children are being entered in. 	<p>Sport Organiser: £2056.00</p> <p>£1890</p>	<ul style="list-style-type: none"> - Children have been keen to attend sporting events- including Colmers Hill run at the weekend. - Autumn Term Interschool Competitions attended: <ul style="list-style-type: none"> • Football • Netball • Running • KS1 Multi-skills • Badminton 	<ul style="list-style-type: none"> - Continue to take part in interschool competitions and liaise with the Sports Leader. -Ensure curriculum coverage to allow children to confident to when attending sporting events.
Level 2 sporting events to be attended at other schools to increase participation and also give opportunities to engage in competitive sport.	<ul style="list-style-type: none"> -Sport coaches to be contacted to provide clubs- tag rugby and basketball coaches to provide taster sessions to engage and promote sport. -Where possible children will walk to events. -Coach to be booked for events via school office. 	<p>£1890</p> <p>Coaches to attend events: £1000</p>	<ul style="list-style-type: none"> - KS2 were given taster sessions for basketball and rugby - this motivated children to join clubs and engage with the sports. - Children have been attending sporting events- where possible parents collect from the event. 	<ul style="list-style-type: none"> - Consider external coaches to deliver taster sessions to encourage children to participate with the club. - Continue to attend competitions and link the clubs to the competitions to develop skills, motivation, and pride in their school.