



# 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:	Areas for further improvement and baseline evidence of need:
<p>By providing more swimming lessons than is required, the number of children that are meeting the national curriculum requirements for swimming and water safety have more than doubled. At least 63% of children are able to meet the standard, as they had extra swimming for the whole of last academic year.</p> <p>By providing and subsidising a wider range of opportunities for physical activity through different sports clubs; at least 7 out of every 10 children CC are taking part in regular physical activity.</p>	<p>More top up swimming to be provided in order for more than 70% to achieve the national curriculum standard by the end of KS2. Children in Year 4 to be given more opportunities to reach the standard earlier than in Year 6.</p> <p>Clubs to continue to be offered at a range of times in the day covering a broad spectrum of activities to entice those hard to reach children who are not really interested in exercise. To financially support those families who cannot afford for their children to participate in sports clubs.</p>

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?	88 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	62 %
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

## 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: £17,900	Date Updated: January 2020	
<b>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</b>				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps and Evaluation of impact on sports/PE provision.
<p>Ensure that the daily mile is taking place to get all pupils undertaking at least 15 minutes of additional activity per day.</p> <p>Develop Cycle to school at Christ Church campus in order to get more pupils travelling to school and exercising rather than being dropped off in a car.</p> <p>Develop opportunities for both coach-directed and supported physical activity at lunchtimes and self-directed play during morning breaktimes..</p>	<p>Identify route and timetable for daily mile for each year group. Purchase equipment to mark out routes.</p> <p>Develop a programme of cycle training to begin using the school's 30 bicycles during timetabled sessions or as part of the PE curriculum. Plan in cycle activities during lunchbreak times to alternate with lunch time scooter sessions. Raise awareness with parents and children to explain how this is an easy and fun exercise option.</p> <p>Additional equipment for the playground for children to choose to play with. Pupils chosen as play leaders for support activities and simple multi-activity games</p>		<p>ALL pupils will be involved in 15 minutes of additional activity every day.</p> <p>More pupils getting involved in scooting and coming to school a more environmentally friendly way. More children using their free time to be physically active and enjoy sports and being independent in their choices to exercise. Staff on duty to monitor and encourage all children to participate.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE : Pupils are more active in PE lessons - take part without stopping to rest. Standards achieved in PE NC are improving with over 90% achieving end. of KS attainment target.</p>	<p>Daily mile firmly embedded in school day. 5 out of the 7 classes do the Daily Mile at least 2x per week. PE lessons on the other days. We now will encourage all classes to participate in the Daily Mile for 15 minutes each day. The new Healthy Schools and PE leader will monitor which classes do the Daily Mile at least 3x per week in Spring Term to 4x per week by the end of the Summer Term 2020</p> <p>Continue to work closely with parents to increase the number of pupils who own scooters; offer a reduced rate for purchasing one if their child scoots to school.</p> <p>To continue to participate in the Bike Market sessions and bikeability training.</p> <p>To raise in pupils coming to school by either bike or scooter to 30% (scooter) and 20% (bike) at the end of the academic year 2019 to 2020.</p>

				<p>To raise in total percentage of pupils that either cycle or scoot to school to 34% by the end of this academic year..</p> <p>Staff to give children monitor jobs for the equipment and make 'Exercise buddies' for lunchtimes. Pupils in all classes had been given opportunities to undertake the role of PE equipment monitor, helping to choose, set out and collect In a variety of PE equipment.</p>
--	--	--	--	--

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:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Friday Celebration Collective Worship to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the CW</p> <p>Continue to Top up swimming lessons provided for KS2 children in order to ensure a greater % of children are able to reach the national curriculum expected standard</p> <p>To ensure all existing swimmers increase their skills in different swimming strokes and other water/survival skills thus increasing their confidence in water.</p> <p>All remaining non-swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE.</p>	<p>Achievements celebrated in CW e.g. talent spot with a sporty talent, bringing in certificates/awards for Sports clubs outside of school, staff recognising an achievement e.g. something from swimming lesson etc.</p> <p>Swimming offered on a more regularly basis for a longer period of time in order to get better results.</p>		<p>All pupils at some point in the year have taken part in CW for physical activity. Parents attend Celebration CW.</p> <p>Using the on-going termly evaluation by the Swimming instructors, at the end of Year 4 teachers evaluate their classes progress from the top up swimming lessons.</p>	<p>This is on-going and pupils love to share their talent or achievement. During Friday's Celebration Collective Worship pupils will receive medals or certificates that they earned during in school sports sessions or cluster/RBG sports events such as the Sportathon for Year 4 and swimming awards. Each time pupils move up a group in swimming they will be asked to bring in their certificates to share their achievement with the pupils, staff and parents.</p> <p>Continue to provide top up swimming in Year 4 so that by the time the children reach Year 6, at least 85% will have reached the standard. The Governors to agree to ensure that they will ring fence funding to ensure the maximum amount of pupils leave the school being able to swim 25 metres Currently 56% of Year 4 and 86% of Year 5 are able to swim 25 metres.</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
All teachers new to the school (experienced and NQTs) to have PE training from expert coaches from an out reach programme run by our PE department secondary staff. This will improve progress and achievement of all pupils as well as up-skilling the staff.	Baseline pupils so that impact can be measured over time. Ensure all identified staff are given the training. Teachers to be given the opportunity to go to our Peninsula Secondary site to participate in in-Federation CPD run by the PE Department. Courses to be run by Frazer or Julian to do on Tuesday NQT and during PPA sessions. Use other sports colleagues and resources to support the teaching of PE and Sports. Ensure that time is provided for school based working and training. Provide time PE specialists to observe NQTs. Implement the use of the Active Kids Scheme and training programmes.		Better subject knowledge for both new teachers so that they are confident when teaching PE lessons Subject leader more confident when undertaking lesson	This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum. On-going. This target is in the process of being developed with a programme of training and support being agreed with the Secondary PE department and the primary campus Healthy School leaders.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Additional achievements: To extend our current provision and provide free or subsidised clubs before and after school to increase the sport experiences that the children receive. Continue to focus particularly on those pupils who do not take up additional PE and Sport opportunities. To extend the after school clubs to work also at CC to run tennis club (they also run a football club too)	<u>Throughout the school year provide a range of clubs for all ages to enable children to try new sports as well as build on skills and talents that they already have.</u> <u>To target children who do not attend any physical activity clubs.</u> <u>Questionnaire to find out which sports the children would like to learn/participate in.</u> various after school clubs, including skateboarding club and dance club.		At least 8 out of every 10 children will attend at least one sports club for a certain period of time in the year. Club participation to be monitored for development of skills and which children have attended.  At least 90% of pupils taking part in lunchtime games and sports activities	Get parents involved where children are showing talent and skills in a sport. Encourage families to send their children to clubs that are outside school. To provide a subsidised scheme to ensure high numbers of participation. To extend the provision of sports and Active clubs on offer.

<p>To encourage the development of skateboarding as a sport as well as a means of sustainable travel to school.</p> <p><u>To continue supporting lunchtime sports activities using play leaders (both pupils and mealtime supervisor staff) to lead and support various play activities</u></p> <p><u>To use professional coaches to run sports lunchtime activities, focussing on a different sport each half term to widen pupils experience of different sports other than football.</u></p> <p>Cricket coaches to move up the years so once they've finished with yr1 in one term, the next term they go to year 2 and so on</p>	<p><u>To purchase 15 skateboards, 30 body pads and 30 helmets.</u></p> <p><u>Throughout the Spring and Summer term pupils will be given the opportunity to train and lead playground games as play leaders supported by a professional coach.</u></p> <p><u>Lunchtime supervisors to be trained to support play leaders in leading lunchtime games and sports activities.</u></p>		<p>Pupils playtime questionnaire shows that lunchtime break is much more enjoyable and pupils enjoy the games and activities therefore the play leaders will continue to play an important role in the running of lunchtime play.</p> <p>TAs interact with pupils far more supporting lunchtime games and sports sessions</p> <p>Number of detentions are much lower as pupils are enjoying lots of playtime activities</p> <p>Playleaders more confident in leading play activities and are able to devise their own breaktime activities</p>	<p>To develop a partnership with professional coaching agencies to support developing sports and outdoor lunchtime games provision for all pupils in the school which will also be linked to our Healthy Schools Silver Award: Health Priority 2: Targeted pupils (See Healthy Schools Silver Award.)</p> <p>In the first 2 weeks of the Autumn term of each academic year the previous Year 5 play leaders will train Year 3 pupils to be the present academic year's play leaders</p> <p>TAs will continue to support the new play leaders in running sports/games activities</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>To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>To extend the opportunities to take part in competitions in a wider range of sports</p> <p>Engage more girls in inter/intra school teams across our Federation, particularly those who are disaffected.</p> <p>To ensure that we have joined the local schools football league and do well!</p> <p>To set up and take part in Run For Life at the school.</p>	<p>Identify staff members to develop years 5/6 mixed football team.</p> <p>Arrange which evening for practices which don't interfere with other commitments.</p> <p>Arrange friendly competition - inter/intra school - use the local sport partnership.</p> <p>Arrange Sports days which have elements of team work as well as competitive nature.</p> <p><u>Arrange a Federation KS1 and KS2 RfL challenge to complete in Charlton Park . EYFS and KS1 to undertake challenge at school. Secondary to support the running of the RfL challenge as part of out reach support.</u></p>		<p>Number of children taking part in competitive sports:</p> <p>How well are CC doing with their mixed Year5/6 girls and boys football team?</p> <p>CC have parent coach who was is an ex-pro. Parent is able to train up staff member to train the children.</p> <p>Encourage and improve community involvement and awareness of real-life issues.</p>	<p>Train teachers to run clubs with competitive sports.</p> <p>Look at cross-federation opportunities to enhance club and sports events such as an inter-campus sports events and competitions, to be supported by the secondary PE departments.</p>

### Wish list for equipment

Possibly use Active kids scheme and training sessions.

Teacher training to increase knowledge – training days GSSP

Buying into a scheme gpe scheme- videos, clear breakdown lessons and clear manageable lessons – we just need the equipment (check the website TBC)