



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 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](http://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>Planning and assessment is well developed in every year group – supported by our expert PE coach</p> <p>High quality training has been in place from coaches in gymnastics and dance this year</p> <p>Clubs have had a sporting focus</p>	<p>Increase the level of activity during the school day</p> <p>Increase participation in afterschool clubs</p>

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?	<p><b>26%</b> Numbers for swimming:</p> <p>22 children (26%) can swim competently and confidently.</p>
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?	<p><b>26 %</b></p> <p>All 22 can do front crawl, 19 (22%) for backstroke, 14 (16%) for breaststroke.</p>
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?	<p><b>%</b></p> <p>One child has been taught to self-save</p>
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?	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: 2017/18	Total fund allocated: £20,690	Date Updated: 23/11/17		
<b>Key indicator 1:</b> 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 <u>impact on pupils</u> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Introduce physical activities to breakfast club</b> Encourage more pupils to attend school earlier and get involved in activities.</p>	<ul style="list-style-type: none"> <li>- Set up relevant members of staff and FAB (Friends Against Bullies) members on GoNoodle – a resource of activities in which all pupils can be involved.</li> </ul>		Increased early morning – start of the day activities for this group	CPD for staff
<p><b>Introduce short activities that can be fitted into timetables</b> Ensuring pupils undertake at least 30 minutes of activity in a school day. (possible e.g. Wake-Up Shake-Up, GoNoodle, Daily Mile, BBC Super Movers)</p>	<ul style="list-style-type: none"> <li>- For possible Daily Mile: Identify a ‘winter’ course for playground running, and ‘summer’ course for field running.</li> <li>- Introduce a scheme of activities led by FAB members to be done in classrooms (e.g. Wake-Up Shake-Up).</li> </ul>		<p>All classes to be engaged in wake-up Shake Up every day for 5 mins.</p> <p>Staff to plan to timetable additional 25 minutes of activity during the day and evidence this through photos and pupil voice.</p>	CPD

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 impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Incorporate school sports awards into Praise Assemblies</b> Ensure that the whole school is aware of the importance of PESSPA and to encourage all pupils to aspire to being praised for sporting reasons.</p> <p><b>Creation of a PE Display</b> Create a display in an accessible and visible place to raise the profile of PESSPA for all pupils, visitors and parents.</p> <p><b>Local Sporting Personalities</b> Contact local role models so pupils can identify with sporting success and aspire to be a local sporting hero.</p>	<ul style="list-style-type: none"> <li>- Achievements celebrated, pupil match reports and notable achievements reported in assembly.</li> <li>- Identify an area around school which experiences a lot of foot traffic and can be easily accessed by pupils.</li> <li>- Identify local sporting heroes to which the pupils can relate and invite them into school.</li> </ul>	£ free	<p>Incentives</p> <p>The Aegeon Classic at Edgbaston.</p> <p>This is a grade A tennis competition which ladies use as their final Warm Up for Wimbledon</p> <p>Praise assemblies include PE achievement award</p>	Develop and embed across the school

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:
<ul style="list-style-type: none"> <li>- <b>King Edwards Aston Schools Sports Partnership</b> Improve progress and achievement of pupils with a focus on up-skilling the staff. Staff working with coaches from the partnership to aid in their delivery of PE, increasing their confidence and competence.</li> <li>- <b>Hiring a Sports Coach</b> Improve the progress and achievement of pupils by up-skilling their PE delivery. Coach working with teachers to aid in their delivery of PE, increasing their confidence and competence.</li> <li>- <b>Val Sabin Planning and Resources</b> Increase the confidence of staff by having a thorough and accessible resource to work with.</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance at Partnership courses for specific sports.</li> <li>- Coach to work within a variety of year groups offering support across the age range and curriculum.</li> <li>- Staff INSET day to discuss the nuances of the scheme and where to find and how to use the resources.</li> <li>- Familiarize staff with the assessment documents on the system, so that impact can be measured over time.</li> </ul>	<ul style="list-style-type: none"> <li>£ 3500</li> <li>£ 15,120</li> <li>£ 700</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are being upskilled by experts in dance, rugby, striking and fielding (badminton and tennis) &amp; athletics</li> <li>Highly skilled and experienced coach works alongside staff and supports the school with PE development plan both curriculum and after school</li> </ul>	<ul style="list-style-type: none"> <li>Staff will become more confident in delivery</li> <li>Ensure budget is protected</li> </ul>

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:
<ul style="list-style-type: none"> <li>- <b>Continue to offer a wider range of activities</b></li> </ul> Offer a wide range of activities both within and outside of the curriculum in order to increase pupil participation.	<ul style="list-style-type: none"> <li>- Arrange a pupil survey to see which sports they would like.</li> <li>- Involve <b>King Edwards Aston Schools Sports Partnership</b> coaches to work with staff in clubs and in curriculum lessons.</li> <li>- Check equipment to be able to run any specific sports.</li> </ul>		% We currently have approx 180 children across the school on register with after school clubs. There are another 30 signed up to part in Y1/2 multi skills in Summer 2 on top of this.  There is a waiting list for this popular provision There is an offer for Gifted and talented reception children	
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:
<ul style="list-style-type: none"> <li>- <b>Birmingham Athletics &amp; Cricket Entry Fees</b></li> <li>- <b>Aston Primary Schools Football Entry Fees</b></li> <li>- <b>Aston Primary Schools Sports Affiliation Fees</b></li> <li>- <b>King Edwards Aston School Sports Partnership</b></li> </ul>	<ul style="list-style-type: none"> <li>- Identify additional members of staff to ensure ratios are met for events outside of school.</li> <li>- Take part in an increased number of Level 2 events and above, for more</li> </ul>	£ 120  £ 85  £ 50  Allocated in Key Indicator 3	Gifted and talented athletes compete city wide mixing with other children from a range of cultures.  We are reigning champions of Birmingham Athletics Championships  Gives children opportunities to succeed in non-academic areas.  Sport is a good place to learn life skills that help prepare children for next stages of life	Commitment to make city wide links

<p>All of the above aid in the encouragement of more children to take part in school competitions and events.</p> <ul style="list-style-type: none"> <li>- <b>Sports Day</b> Engaging more pupils in inter/intra school teams.</li> <li>- <b>Introduce termly inter-house competitions</b> Engaging more pupils in inter/intra school teams.</li> </ul>	<p>competitive fixtures and taking a wider range of pupils.</p> <ul style="list-style-type: none"> <li>- Timetable an appropriate date and organization of the day.</li> <li>- Staff INSET to introduce proposal.</li> </ul>	<p>£1115</p>		
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