



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:

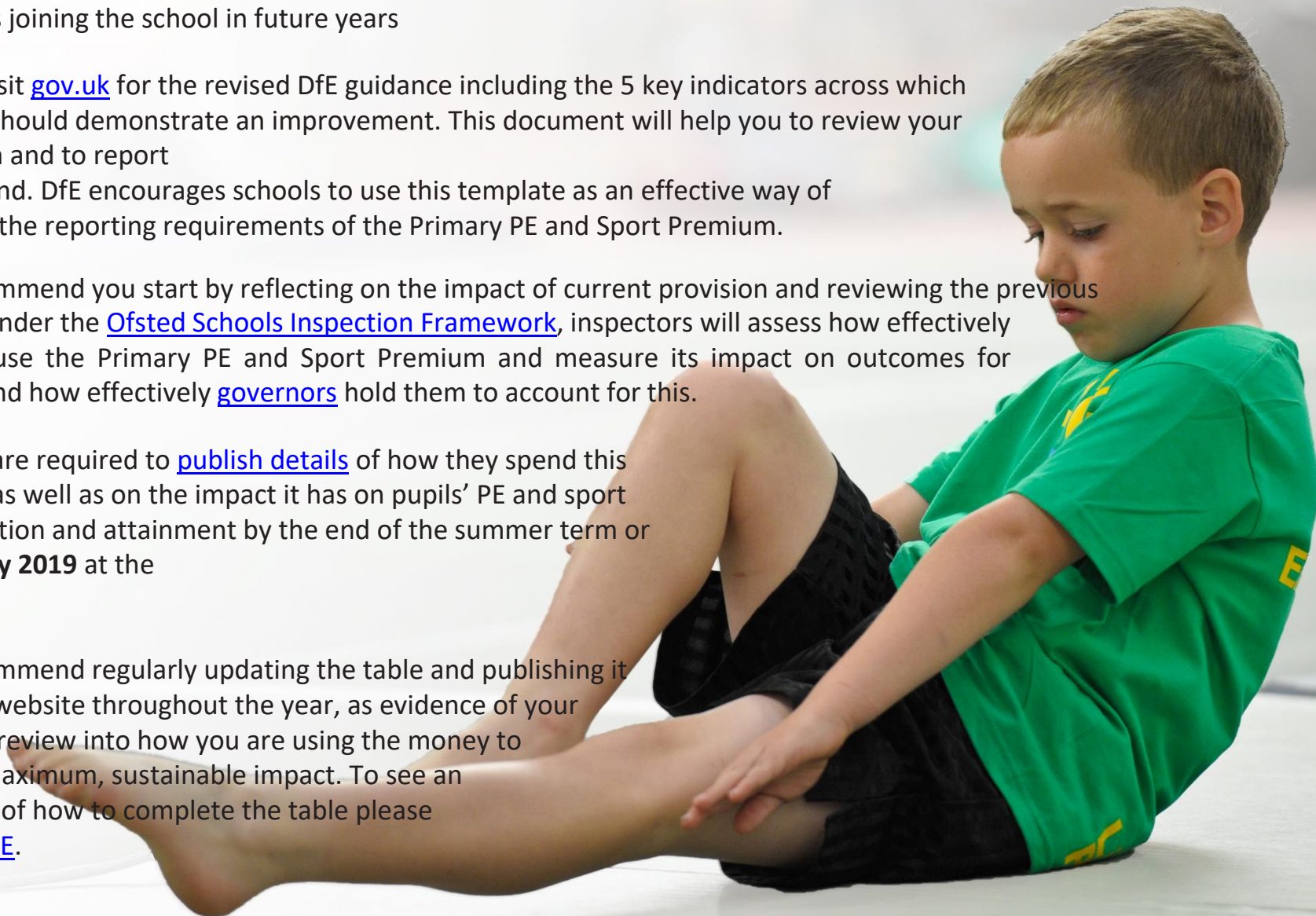
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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: |
|--|---|
| <p>Last academic year: Chris Evans working alongside Year 2 teachers to develop their understanding of how to structure a series of gymnastics lessons to ensure greater progression £208.</p> <p>Installation of new wall bars £2861; these are a better size for our age group and allows greater flexibility in their use.</p> <p>SCL continue to run Lunchtime clubs 3x weekly £3735; children from across the year groups have frequent opportunities to engage in structured physical activity with support from a coach. Children with limited social skills are encouraged to join these structured sessions.</p> <p>Increased club involvement since January 2019, due in part to support for Pupil Premium /Service Premium pupils to attend one club per week £588; Karate Club has been subsidised by £215 to allow it to run with a smaller cohort who are progressing well with their gradings. This followed parental questionnaire in Spring 2018 and review of club membership Autumn 2018.</p> | <p>Forest School: use our grounds more effectively. There has been a growing awareness that we should use our copse more regularly to enrich teaching and learning. The Headteacher attended the Surrey Outdoor Learning Development (SOLD) Conference 29/3/19. A parental questionnaire (closing date 5/4/19) asked for feedback; a significant number of respondents supported increased use of outdoor learning which would include the copse.</p> <p>Taster sessions of Forest School in April were very positive and pupils very enthusiastic; as a result the school has committed to Forest School every Wednesday in the summer term, with each class benefitting in rotation. The Headteacher attended a workshop in active review as part of SOLD conference and plans to incorporate this into regular reviews.</p> <p>Development of back playground space: the current layout of our playground means that PE is taught on a sloped playground. Developing a level surface for teaching will greatly enhance our teaching and learning. Gaining a significant amount of additional playspace will encourage the children to be more active throughout the day, including playtimes. Evaluate impact of Val Sabin PE scheme of work.</p> <p>Enhance our use of assessment to track progress and inform future planning.</p> |

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: 2018/19 | | Total fund allocated: £17,350 | Date Updated: 30/5/19 | |
|---|--|-------------------------------|--|--|
| 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: |
| | | | | 42% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Regular PE lessons encourage all pupils to be active; chn able to develop their skills in Dance, Gymnastics and Games | Each class has two sessions of PE each week, taught by Class Teacher or Specialist Coach | £3609.98 | Feedback from coach/lesson observations from Class Teacher contribute to assessment | Learning Assistant being upskilled by Specialist Coach |
| Additional achievements: enable chn to participate in structured session with pupil from other classes | SCL Lunchtime Club 3x week | £3675 Total= £7284.98 | Well-attended each day (see observations April 2019) | Other school staff could lead a session; purchased Val Sabin 'Positive Playtimes' as support £45 |
| EYFS: all pupils active in outdoor learning daily | Outdoor learning is planned for and organised every day. | £0 | Year R pupils are active throughout the day, across the curriculum: see observations | This is embedded in Early Years' practice. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 7% to date |
|--|--|--|--|---|
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Outdoor Learning; that the children have opportunities for cross-curricular learning outside of the classroom each week. Embed practice from EYFS. | Forest School Wednesdays: each class in rotation, led by Vicki Balaam, starting 10/5/19. Each class teacher to continue to seek opportunities to teach outside the classroom | £1060 £150 SOLD conference =£1210 total £0 | Active review with children; SLT to participate in a session; engage with Parent Forum. Lesson observations (e.g Yr 2 Goldie Luck crime scene in English 15/3/19) | 30 Days Wild in June. Explore possibility of training a Learning Assistant as Level 2 Forest School Assistant next yr. Outdoor learning continues to be embedded in our teaching. Use Learning Outside the Classroom audit to inform next action plan |
| Improved play space | Evaluate how best to develop the additional space in back playground; focus on enhanced PE teaching space, a climbing area and a natural area. Explore increased access to pond area from EYFS Top Area. | Quotes being sought; funding from capital and next tranche of Sports Premium | Playground/lesson observations once built. | Support from FOWVIS and capital funding; work will be completed in August 2019. Include in School Development Plan 2019-20. Project cost: £57,756.36 for play equipment and £10,000 demolition |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|---|--|--|
| | | | | 4% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| More focused teaching with good progression of skills taught | Improved planning: school has purchased Val Sabin range of PE planning/scheme of work PE training: Multi-Skills | £459 £265 | Review of planning April 2019; new scheme of work. This will be evaluated half-termly to measure impact | Scheme of work can be adapted to meet the needs of each cohort; teaching staff to evaluate impact of scheme next academic year |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils £2255.25 total | | | | Percentage of total allocation: |
| | | | | 13% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Pupils encouraged to participate in (Street)Dance, Football and Tennis with specialist coaches | Sports and Health Week: Dance Day and Tennis coaching; Girls' Football (Lacrosse Yr 2 St Georges) | £125 Dance £150 Tennis Football £0 St Georges £0 | Evaluate during week; seek pupil feedback. | Promote links with external clubs |
| Encourage pupils to attend after-school sports clubs | Daily sports club on offer; pay for Pupil/Service Premium pupils to attend one club/week Subsidise Karate with low numbers | £1139.25 | PE Questionnaire: 63% of respondents attending Spring 2018; Autumn 2018 average club attendance 10; Spring 2019 average club attendance 15; Summer 2019 average attendance 16. | Seek to encourage club membership in Autumn 2019 when numbers will be lower due to Reception intake not attending. |

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| Pupils receive specialist tuition as part of topic work on China with authentic resources | Chinese Dance Workshop for Year 2 on China Day | £319 | Feedback from teachers: children engaged and able to perform a Dragon Dance | Look to include this each year; could be funded by FOWVIS |
| Army Physical Training Instructor runs a fitness session for each class (link to Key Indicator 1) | Army Assault Course for Camo Day | £522 | Engagement from all pupils; feedback | Camo Day evolves each year and we can set up our own assault course using PE equipment. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--|--|--|
| | | | | 1.4% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Opportunity to compete against another team(s) in a different setting. | Yr 1 Multi-Sports afternoon at Hall Grove 17/6/19 Sports Day Team Event for all years: structured carousel of events to earn points for winning team. | Transport £200 additional coaches SCL | Evaluate after event Sports Day well-attended by families. Sports and Health Week helps to raise the profile across the school; seek feedback | Annual event; structure established. Additional coaches contribute to smooth running of event, but not essential |
| Opportunity to compete as an individual | Sports Day races; in ability and age groups Yr R Gymkhana | £50 stickers and rosettes | | |