



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

Commissioned by  
**Department for Education**

Created by



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"> <li>• 13/14 achieved a Bronze School Game Award and will be going for Silver 17/18, awarded Gold.</li> <li>• Staff award and school award for active travel promotion.</li> <li>• At Easter 2018, we were top of the participation table across the whole borough showing our engagement with the School Games programme.</li> <li>• Staff using resource bank for lesson ideas as well as asking PE coach and specialist for help and ideas.</li> <li>• Children overwhelmingly said that they enjoyed and were engaged with the PE curriculum.</li> <li>• Tracking system in place to assess children in PE, particularly looking at the fundamental movements skills.</li> <li>• Increased number of clubs taking part over the year.</li> <li>• Links made with 7/8 local clubs or activity providers to engage children in taster sessions and sign post to local clubs or activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing the barriers for the least active children across school to participate in physical activity.</li> <li>• Assess the need for further staff training with significant changes to staffing across year groups and new staff.</li> <li>• Monitor more closely and make links within the local community to include taster sessions which might encourage more children to become active in the community.</li> <li>• Further reinforce with children the importance of the Change4Life food messages including the healthy plate.</li> <li>• Enter more competitive opportunities for the children to engage in.</li> <li>• Ensure that competitive opportunities do not slip off in the Summer term.</li> <li>• Look at further opportunities for developing the 30 minutes of physical activity.</li> </ul>

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?	%
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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>Yes</b>
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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.

Academic Year: 2017/18		Total fund allocated: £	Date Updated:	
<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:
To track and monitor pupil activity with regards to participation in and out of school and identify our least active children.	Survey parents about children's activity in and out of school. Use this information to make a spreadsheet which allows information to be put in and to be able to input school games competitions that have been accessed.	No cost	Spreadsheet created and local clubs identified in order to begin making links with.	Send out survey again next year to update and reinform spreadsheet. Keep up to date more regularly to keep monitoring the least active children. Look at the correlation between least active and PP/FSM children and look at encouraging opportunities for them to participate.
Identify any issues for children from PP or FSM backgrounds – ensure that they have kit and appropriate clothing for PA/PE.	Monitor closely kit issues across classes to see who forgets their kit the most, liaise with parents of these children to ensure kit is available and further liaise with parents if it requires washing.	No cost	Half termly monitoring of kit, in addition to kit slips sent home when children do not have their kit.	
To provide additional swimming lessons to ensure that all children achieve the National Curriculum swimming.	Ensure swimming lessons are booked and suitably arranged for the children to access the national curriculum certificate.	£2,000	Identify those children who have 'struggled' throughout swimming to provide an additional boost.	
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</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:
To nurture a lifelong commitment to achieving a healthy lifestyle through healthy eating and exercise.	Wide range of activities to be delivered through the PE curriculum ensuring that children have opportunities to experience fitness based activities, individual excellence activities such as gymnastics as well as a variety of team sports.	£4,000	Pupil survey about team sports and individual sports. Pupil survey about healthy eating to assess what the children know and understand with a particular focus on sugar. Formation of the Health and Wellbeing Crew across the school. Taking part in active weeks such as Active Travel weeks, The Big Pedal and Sport Relief. Clear focus on working with parents to identify the importance of healthy foods.	Continue to address this across the school, use some of the same vehicles to address the importance of PE and Sport and activeness. Investigate and look at the possibility of opening the playground up on a morning before school as well as the daily mile/other physical activity interventions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase training and development opportunities for staff, to ensure that all children have access to high quality and sustained physical activity as part of their broad and balanced curriculum.</p> <p>Supporting practitioners to gain confidence, improve their knowledge and refine their skills set.</p> <p>To utilize staff within school to increase the number of opportunities for children to participate in lunch time and after school provision.</p>	<p>PE specialist to support practitioners in improving their skill sets and confidence in the delivery of physical activity, quality PE lessons and model good practice to staff – this has involved, the sharing of long term planning, discussing lesson and unit outcomes and providing schemes of work as well as a resource bank to enable staff to access lesson plans.</p> <p>Develop the role of sport’s coaches in school to further improve the quality and consistency of delivery and to establish common approaches to tracking and assessing key fundamental movement skills. Employment of qualified sports coach.</p> <p>Liaise with the before and after school child care providers to encourage them to use the outdoor facilities to allow the children to be more active, playing ball games and tig.</p> <p>Establish those school staff with a specific skill set and offer them chance to run before/after school provision for the children as well as using the sports coach’s time to</p>	<p>No cost – PE specialist in school.</p> <p>£4,000</p> <p>No cost</p>	<p>Staff survey.</p> <p>Pupil survey about before and after school activities as well as lunch times.</p>	<p>To continue providing this support to staff to enable a full range of activities to be delivered to the children, developing their skills and confidence in a range of individual and team sports. Particularly working closely with NQTs and new staff.</p>

	provide activity at lunch times to engage and motivate the children to take part. In addition to this, we are employing a 'play worker' to organize further playground activities for children to take part in.			
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation: %
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School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements:			Pupil survey about how the competitions made them feel.	

<b>Key indicator 5: Increased participation in competitive sport</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:
To increase the amount of competitive sport opportunities for pupils.	School subsidize transport costs of transportation to reach events.	£2,000	Pupil survey of those who took part in competitions.	To continue to subsidize transport costs for accessing competition and identify other methods of getting to and from competition, using parent power and the local transport system.
	Sports coach to prepare and train pupils for competitions in order to raise the profile and encourage more engagement in sport outside school. Specific skills and lessons taught in school/PE	£4,000		Continue to prepare children for competition through the use of a sports coach.
To provide intra-school opportunities for children to be able to apply their learning to games.	In lessons, at the end of each unit of work the final week should result in intra-school competitions using the houses that the children	No cost	Pupil survey for all key stage 2 children	Include more regular School Games Days throughout the year for each year group.



To track carefully children's participation in the school games programme.	are in. Providing reward not just for success but involvement.  Create a spreadsheet to allow us to monitor our most active children including, the clubs with which they attend and use in the local area.	No cost	Spreadsheet to identify children's participation in competitions.	Continue to track and monitor.
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At the end of this year we surveyed the KS2 populations and found the following things;

Pupil Survey – PE

**Do you enjoy PE?**

Yes      No

**Why?**

.....

.....

**Before Miss Walker started at school in September, what did you think to PE at St Michael's?**

It wasn't very good      It was ok      It was great

**What do you think of PE after having Miss Walker for almost a year?**

It still isn't very good      It is ok      It is great

**What would you like to do more of in PE? (Think of any activities that you would like to try).**

.....

.....

**Have you been to a sports competition with school before this year?**

Yes      No

**Have you been to a sports competition with school this year?**

Yes      No

**If yes, how did this make you feel about yourself?**

.....

.....

**How has PE, this year, made you feel? Think about our star skills, determination, perseverance, resilience or do you just enjoy PE more?**

.....

.....

**Did you go to or have you been to Miss Walker's after school club?**

Yes      No

**What other sports after school clubs would you like to go to?**

.....

.....



	Yes	No	Sometimes
Question Number 1	162	19	3
	It wasn't very good	It was ok	It was great
Question Number 2	45	107	32
	It still isn't good	It's ok	It's great
Question Number 3	4	34	146
	Yes	No	
Question Number 4	58	50	
	Yes	No	
Question Number 5	105	79	

Where children were able to answer a little bit more in depth about their answers, a snapshot of answers have been added below; to further justify the premium spend, this relates to why children enjoy or do not enjoy PE, how they felt after attending competitions as well as identifying further aspects of PE that the children would like to take part in.

### **Question 1 Do you enjoy PE? Why?**

Nicole (Yr 3) – Yes, because it always makes me happy, it keeps our energy up.

Rihanna S (Yr 5) – No I don't like PE because I am not very good at sports that much.

Anonymous Yr 6 – No, because when you make one little mistake you get shouted at by other children.

Demi (Yr 3) – No, because I don't like PE Kits.

Bobby Yr 3 - Yes, because we do different things.

Macy Yr 6 – Yes, because we do different activities.

Grace Yr 6 – Yes, because we always do different things every term and it helps us to work in groups.

### **Activities our children would like to try/do more of;**

- Football
- Cheerleading
- Netball
- Basketball
- Tennis
- Baseball
- Rugby

### **Question 6 – How did this make you feel about yourself (referring to competitions.)?**

Annaliese Yr 3 – “I felt proud.”

Anonymous – “Happy that I can do sports with school friends.”

Anonymous – “Good because I'm getting involved.”

Olivia Yr 4 – “I felt happy because we managed to get close to winning the tournament.”

Daniel Yr 5 – “It made me feel amazing.”

Anonymous – “Very proud because it was the first ever competition.”

Darcy Yr 6 – “Good because I felt like I was good at something for once.”

Anonymous – “proud to represent this school.”

Anonymous – “Good that I was participating.”

Anonymous – “I was proud of myself that I tried.”

Zara Taylor-Huby Yr 5 – “It makes me feel proud.”

Anonymous – “Like I can do things which I could never do.”

Anonymous – “More confident to do more sports.”

Anonymous – “Proud even though we lost.”

Ruby Yr 6 – “Proud and very ambitious.”

**Question 6 – How has PE, this year, made you feel? Think about our star skills, determination, perseverance, resilience or do you just enjoy PE more?**

Evie Yr 4 – Resilient

Sophie Yr 4 – Self belief

Kian W Yr 4 – “Enjoy it more because I am getting better and better.”

Jayden Yr 4 – “Happy and persevere more.”

Zara Yr 5 – “It has made me feel like I can do anything.”

Kian Yr 5 – “Gives me teamwork because you work with your friends.”

Anonymous – “I feel more proud of myself in PE.”

Kian Yr 4 – “It has made me determined to do more.”

Anonymous – “It has made me feel very independent.”

Chris Yr 3 – “Determination.”

Anonymous – “Determined to try out other activities.”

Ollie Yr 4 – “Enjoy school more.”

Anonymous – “Like I am risk taking.”

Anonymous – “It has made me persevere more and risk take.”

Anonymous Yr 6 and Alex Yr 3 – “Resilient.”

Beth Yr 6 – “It made me feel determined.”

Isabelle Yr 6 – “It has made me feel more confident and made me like PE more.”

A large number of children said that they enjoyed PE more.

**Question 7 – Did you go to, or have you been to Miss Walker’s after school club?**

	Yes	No
Question Number	44	140
7		

The answer to this questions does not reflect children attending other activities such as Dance or Basketball and is to assess the after school provision in place by external providers who deliver some of the PE curriculum.

**Question 8**

The children have responded well with a variety of activities that they would like to sample as an after school club. They also wrote down other activities that have been offered throughout the year such as football and dance and basketball. Some of the areas to identify and make club links with over the coming year will be;

- Gymnastics
- Athletics
- Rounders
- Rugby
- Dodgeball

In addition to surveying the children in KS2, we also surveyed staff to identify confidence in PE and specific activities, which has helped us identify the training needs of the teachers. Out of 14 teaching staff who were asked to complete the questionnaire, 8 responded. The survey was done anonymously so as to not embarrass any staff member answering or scoring low in confidence.

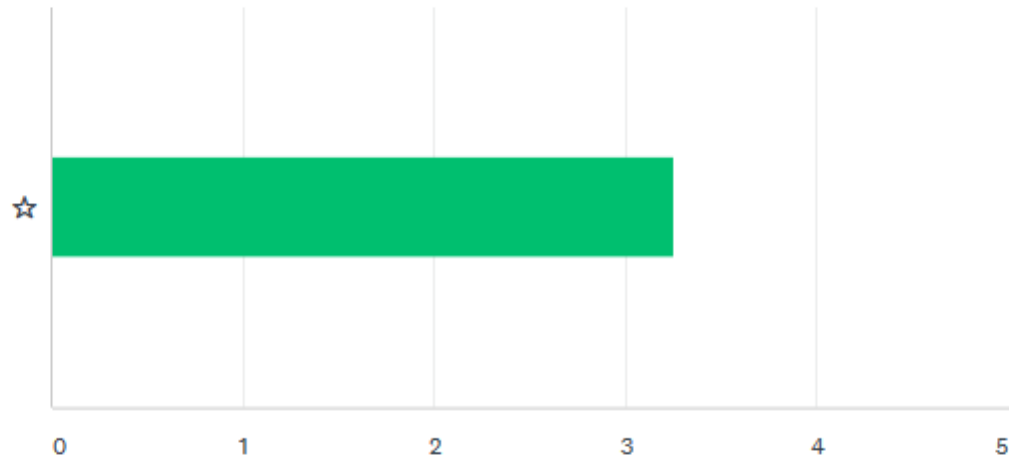
Q1

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## Rate your confidence in teaching PE overall.

Answered: 8 Skipped: 0



	NOT CONFIDENT	CONFIDENT IN 1 OR 2 AREAS	CONFIDENT IN 3 OR 4 AREAS	CONFIDENT ACROSS A RANGE OF AREAS	CONFIDENT ACROSS ANYTHING ON THE LONG TERM PLAN	TOTAL	WEIGHTED AVERAGE
★	0.00% 0	37.50% 3	12.50% 1	37.50% 3	12.50% 1	8	3.25

If you could identify one aspect (e.g. gymnastics, dance, invasion games, net and wall games) to receive training on what would it be? This could be sport specific for example rugby.

Answered: 8 Skipped: 0

RESPONSES (8)

TEXT ANALYSIS

TAGS

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Showing 8 responses

Dance

7/11/2018 8:58 PM

[View respondent's answers](#)

gymnastics

7/11/2018 10:29 AM

[View respondent's answers](#)

Dance

7/10/2018 11:05 AM

[View respondent's answers](#)

Wall/ball games

7/9/2018 4:13 PM

[View respondent's answers](#)

net and wall games

7/8/2018 7:32 PM

[View respondent's answers](#)

Dance

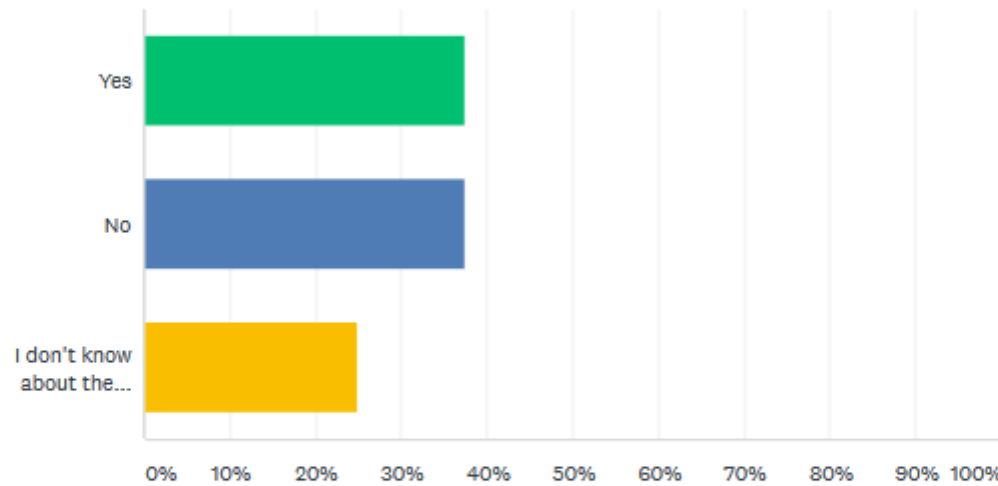
Q3

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# Have you accessed, at some point throughout the year, the Google Drive resource based?

Answered: 8 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	37.50% 3
No	37.50% 3
I don't know about the Google Drive	25.00% 2
<b>TOTAL</b>	<b>8</b>

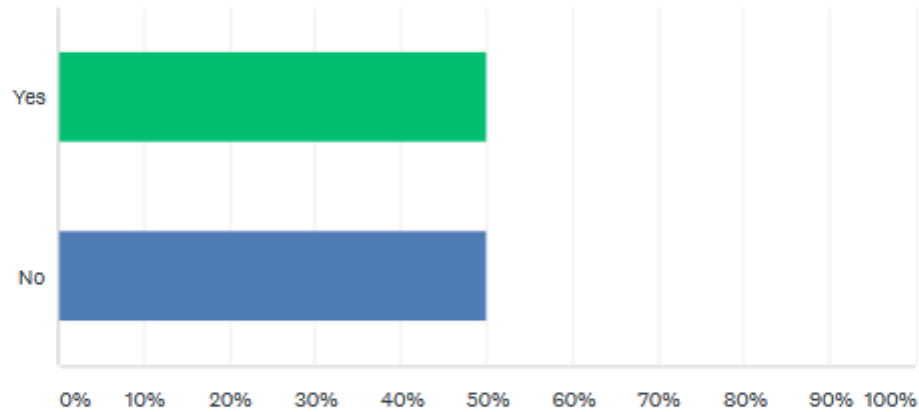
Q4

Customize

Export ▼

Have you spoken to Kelcey at any point about ideas or lesson plans for teaching your own PE?

Answered: 8 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Yes	50.00% 4
▼ No	50.00% 4
<b>TOTAL</b>	<b>8</b>

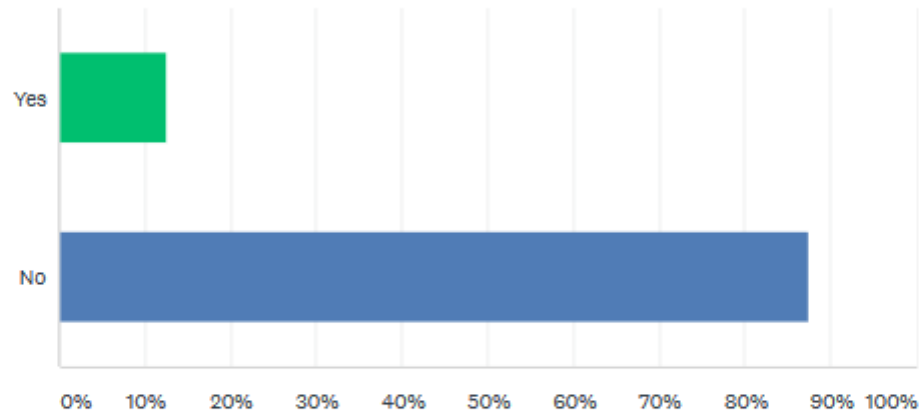
Q5

Customize

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## Have you observed Kelcey at any point over the year?

Answered: 8 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Yes	12.50% 1
▼ No	87.50% 7
<b>TOTAL</b>	<b>8</b>



Q7

Export ▾

# Do you have any ideas or thoughts to make PE at our school better?

Answered: 6 Skipped: 2

**RESPONSES (6)** TEXT ANALYSIS TAGS

Add Tags ▾ Filter by Tag ▾

Search responses 🔍 ?

Showing 6 responses

Purchase a scheme for dance with music supplied

7/11/2018 8:58 PM

[View respondent's answers](#)

Kelcey has shared Active Fusion planning which is ideal for non-specialist (simple to implement and fun for children) Keep PE store tidy and maybe labelled! Equipment is in a different place every week.

7/11/2018 10:29 AM

[View respondent's answers](#)

No

7/10/2018 11:05 AM

[View respondent's answers](#)

More resources

7/9/2018 4:13 PM

[View respondent's answers](#)

Kelsey to cover more areas

7/8/2018 5:39 PM

[View respondent's answers](#)

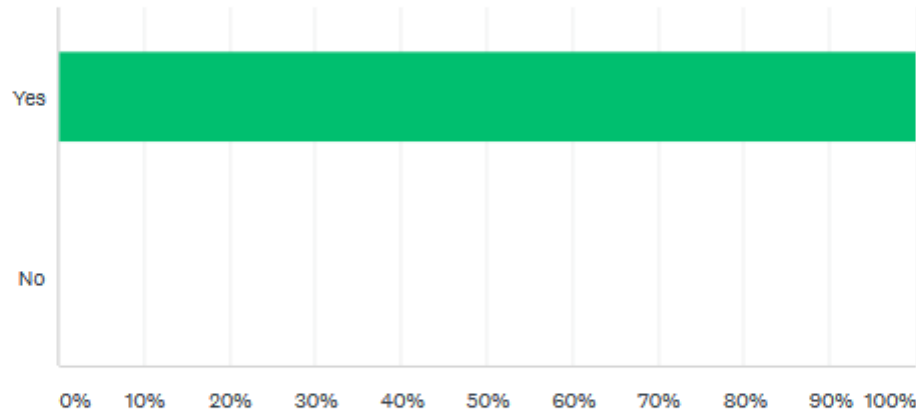
Q8

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Do you think the use of a specialised sports coach is providing our children with better opportunities to develop their physical literacy and fundamental movement skills?

Answered: 8 Skipped: 0



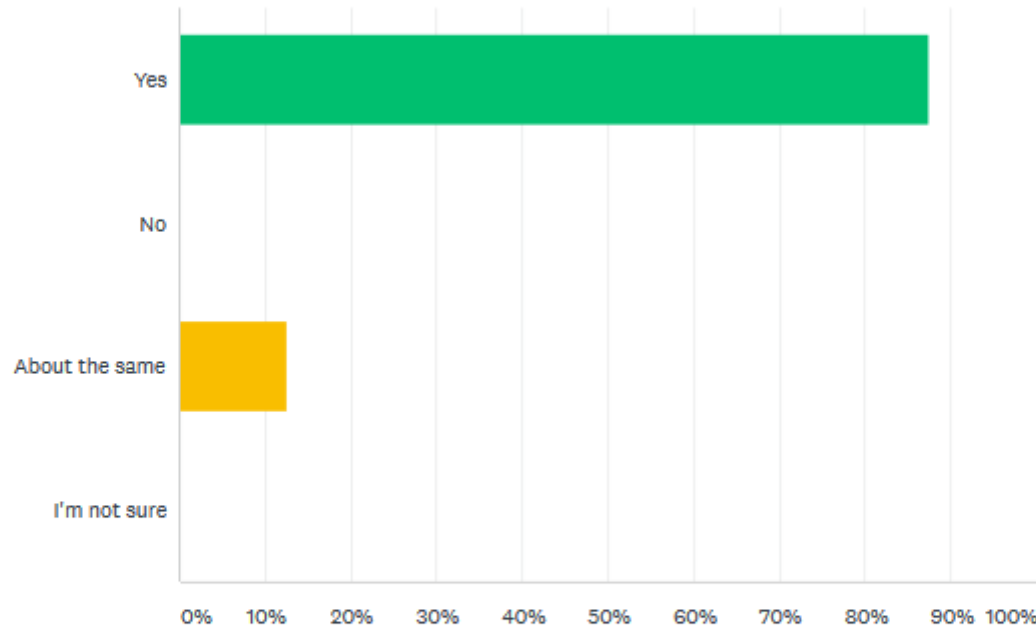
ANSWER CHOICES	RESPONSES
Yes	100.00% 8
No	0.00% 0
<b>TOTAL</b>	<b>8</b>

Q9

Customize Export

# Have you noticed an improvement in children's attitudes towards PE since the employment of a Sports Coach?

Answered: 8 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	87.50% 7
No	0.00% 0
About the same	12.50% 1
I'm not sure	0.00% 0
<b>TOTAL</b>	<b>8</b>

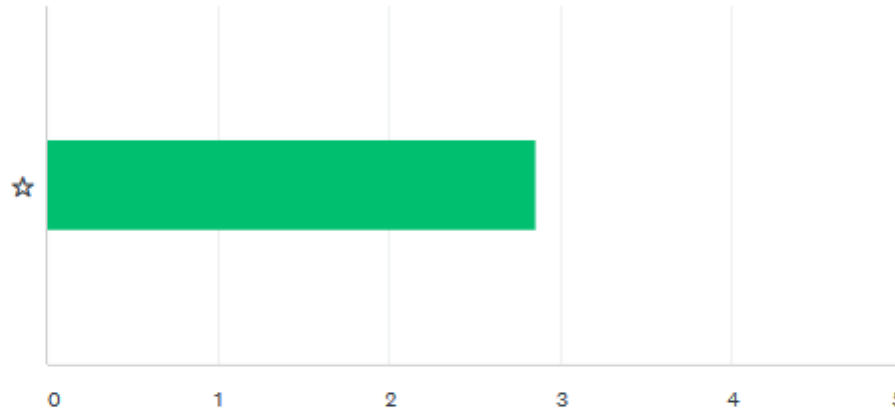
Q10

Customize

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# How did you find the assessment for PE tick sheets this year?

Answered: 7 Skipped: 1



	I DIDN'T UNDERSTAND AND IT WAS CONFUSING.	I FOUND IT A LITTLE CONFUSING.	I FOUND IT OK TO USE BUT SOME OF THE LANGUAGE I DIDN'T UNDERSTAND.	I UNDERSTOOD THE MAJORITY OF IT, BUT DIDN'T KNOW WHAT TARGET TO GIVE THE CHILDREN	I COMPLETELY UNDERSTOOD AND WAS EASY.	TOTAL	WEIGHTED AVERAGE
☆	28.57% 2	14.29% 1	14.29% 1	28.57% 2	14.29% 1	7	2.86