



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
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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 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>Where we are now:</p> <ul style="list-style-type: none"> The profile of PE throughout the school continues to rise. Awarded the Silver Kite Mark Award for P.E for 2016-2017 academic year. Teachers are supported through planning and delivery of lessons by Sports TA Medium term plans in place for topics taught. A broad curriculum in place that inspires children to participate in a wide range of physical activities. A range of after-school clubs (both free and paid for) on offer to all year groups. Participation in inter-school competitions regularly. Need to identify and encourage those children who do not like to get involved through target sessions/clubs. Links made cluster schools for family tournaments Celebration assemblies to celebrate sporting achievements 	<p>Where we want to get this year:</p> <ul style="list-style-type: none"> Continue to use the Sports Premium funding to enhance the quality and provision of PE at the school. Continue to develop the competence, creativity, performance and healthy lifestyle for all children. Ensure that all staff have high quality professional competence throughout all areas of the curriculum. Develop training for children competing in competitions. Gifted and Talented children need to be identified and supported through outside agency links. Make links with local sports clubs and the community to increase participation outside of school. Provide a range of structured play during break and lunch times to encourage children to become more active.

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?	43% (As assessed during Spring term)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	43% (As assessed during Spring term)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	To be assessed
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?	No

*Schools may wish to provide this information in April, just before the publication deadline.

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:		
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: 53% + 20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure that teaching of PE lessons is good or better in all classes	<ul style="list-style-type: none"> Specialist Sports TA to support teachers in effective delivery of PE. Buy in to Haringey Professional Development package. Observations of PE lessons across year groups to monitor quality and structure Staff audit of skills/attitudes to see where support needs to be given Half termly monitoring of year group planning Provide teachers with specific objectives to ensure planning is tailored to building on previous skills. 	£10,425 for Sports TA (53% of sports funding) £3,705 (20% of sports funding)	<ul style="list-style-type: none"> Observed lessons to be seen as good or better. Use of Sports TA as a support mechanism to enhance the quality and provision. Staff to feel more confident teaching P.E lessons as assessed through audit (as a result of being supported through Sports TA) Medium term plan in place for all units, demonstrating a range of activities that build on previous skills and understanding in line with the National curriculum. 	<ul style="list-style-type: none"> Continue to monitor the use of the Sports TA within the lessons to ensure teachers are continuing to upskill themselves and not become reliant on support.

To encourage leadership in sport	<ul style="list-style-type: none"> Identify children who would be interested in sports and possess leadership qualities. Provide children with training opportunities to develop skills Give children the chance to put their skills into practise through running activities/events 	N/A	<ul style="list-style-type: none"> Children to write letters explaining their reasons for being selected as a sports leader. Confidence and leadership qualities developed. 	<ul style="list-style-type: none"> Sports leaders selected and have started with some tasks (e.g. planning sports relief). Look to develop sports leader roles during playtimes.
To make playtimes more active	<ul style="list-style-type: none"> Use of Sports Leaders to run playtime activities/monitor extra playground equipment during playtimes. Share resources with SMSAs to encourage play throughout Lunch times. Haringey professional development training in active games for SMSAs 	N/A	<ul style="list-style-type: none"> Provision of different activities at lunch/break time through use of sports leaders. SMSA's sent on training course to develop ideas. Children excited for playtimes and joining in more often with games. Check impact on behavior issues for key children during this time. 	<ul style="list-style-type: none"> CPD delivered for SMSA in March. Implement use of resources. Sports leaders have come up with ideas for activities – consider how to best to run and monitor.

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:

0 %

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To establish a method for recording and tracking children's abilities.	<ul style="list-style-type: none"> Teachers to assess children at the end of each term and provide information to PE lead. To obtain the swimming data from Park Road swimming pool to ensure the majority of children are meeting age related expectations. Identify target children to track attainment link through engagement in activities (e.g. lethargic, disengaged) 	N/A	<ul style="list-style-type: none"> MA/G&T children able to be identified and targeted for sporting opportunities. 84% of children in the school are working at or above age related expectations in school based PE sessions as assessed at the end of the Autumn term At the end of last year 24% of children met age related expectations in swimming. Current year 6 children are 	<ul style="list-style-type: none"> Provide teachers with more skill specific objectives to assess against for each subject. Discuss with class teachers those children who are not achieving and discuss possible strategies for how to support them. Consider offering top up swimming sessions at the end of the year for those children who are not yet

			<p>already at 43% who are meeting age related expectations and still have another half term of lessons before the end of the year. Current year 5 children are at 61% which is clearly showing the impact of the way we now have swimming lessons across 3 year groups.</p> <ul style="list-style-type: none"> • System in place to assess objectives in curriculum. 	meeting age related expectations.
Sporting achievements celebrated in assembly	<ul style="list-style-type: none"> • Achievements celebrated in assembly (e.g. match results) 	N/A	<ul style="list-style-type: none"> • Children to be eager and motivated to participate in competitive sporting activities 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				53 % (see key indicator 1)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Teachers are more confident at teaching PE and through their increased confidence and subject knowledge teach the children a range of skills and different sports	<ul style="list-style-type: none"> Sports TA employed to work alongside class teachers supporting them with planning, modeling and through team teaching. 	£10,425 (53% of sports funding) for Sports TA (See key indicator 1)	<ul style="list-style-type: none"> Staff survey shows an increase in confidence at delivering PE sessions 	<ul style="list-style-type: none"> Staff continue to develop skills, that they are able to implement independently of the sports TA
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				27 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Offer a wide range of physical extra-curricular activities	<ul style="list-style-type: none"> Wide range of clubs on offer termly e.g. football / basketball / yoga / hockey / netball / running / etc. Identify and encourage those children who are reluctant to get involved (focus on disadvantaged/SEN children) Make links with outside clubs in the community to encourage transition into a community club. 	£5,400 (27% of funding)	<ul style="list-style-type: none"> 28 % of children participating in Autumn clubs. 46% of children participating in Spring clubs. More clubs put on offer in Spring term to increase the number of participants. Sport social groups in Spring term – children identified by class teachers. 	<ul style="list-style-type: none"> Continue to survey children each term to see which clubs they would like to have on offer. Continue to encourage increased participation from children to raise the number of children in a club.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Maintain and develop links between cluster network and borough events.	<ul style="list-style-type: none"> Children compete in a variety of competitions Enter and participate in all local competitions within cluster schools. and Haringey competitions Identify those children who excel in various sports and signpost to other sporting opportunities. 	Possible cover for TA/teachers to take children to events.	<ul style="list-style-type: none"> Trials are held before the events to give children the opportunity to show their talent. Some children have been identified and selected to represent Haringey (e.g cross country events) Participation in a wide range of tournaments 	<ul style="list-style-type: none"> Continue to monitor children (yr 5/6) to identify strengths.