



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 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: September 2017	Areas for further improvement and baseline evidence of need:
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <ul style="list-style-type: none"> • PE lessons twice a week for each class from Year 1 • Equipment purchased for lunchtime use, managed by MSAs • Golden Mile for Summer Term • Skip2bft day <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • Sporting achievements celebrated – Newsletters, Twitter • Sports Celebration Assemblies <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • Specialist coaches brought in to teach PE – rugby, karate, Capoeira, dance, athletics, tennis • Courses attended by staff – yoga, cricket, tennis, hockey, swimming <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • Range of Sports taught in PE lessons across year groups • Range of extra-curricular clubs offered • Swimming lessons for Year 4 <p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> • Introduction of Inter House Competitions • Increase in participation in Cluster Sporting events 	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <ul style="list-style-type: none"> • Ensure children are physically active for an additional ½ hour a day • Equipment purchased for break time • Morning and afternoon, daily physical activity • Skip2bft day – children to record and celebrate progress • Jim Monkey – sent home to engage family and friends • Increase in children walking/scootering/cycling to school • Sports Leaders running physical activities for children during their lunchtime. <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • PE board • Celebration of sporting achievements in assembly • Sports Leaders • Gold Book Assembly <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • Specialist coaches brought in to teach PE – rugby, karate, dance, athletics, tennis • Courses attended by staff – cricket – activities and skills disseminated in PE staff meeting. • Twilight INSET for teachers in Gymnastics • Staff survey • PE Audit • PE Course - National Qualification in Leadership & Management of Primary PE

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

- Range of Sports taught in PE lessons across year groups – review in light of assessments 2016/2017
- Increase of extra-curricular clubs offered
- Specialist coaches

Key indicator 5: Increased participation in competitive sport

- Inter House Competitions for all children
- Increase in participation in Cluster Sporting events
- Joined football league

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?	% N/A
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?	% N/A
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?	% N/A
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?	Yes/No N/A

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: £19300		Date Updated: March 2018	
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: 10%
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"> - Encourage children to walk/scoot/cycle to school rather being driven - Introduce Golden Mile to get all pupils undertaking at least 15 minutes additional activity per day - Allocate areas on school field to play with specific equipment 	<ul style="list-style-type: none"> - Scooter lessons for Reception and KS 1 - Mark out course for Golden Mile - Whole school – children to set goals - Purchase medals for children when goal achieved - Celebrate miles run in the week in Assembly - Sign up to Daily Mile - Contact grounds maintenance and arrange markings - Zone equipment 	<ul style="list-style-type: none"> £300 for a day £390 	<ul style="list-style-type: none"> Oct 2017 42% children walk to school 8% children cycle to school 4% children scooter to school 45% children travel to school by car Survey children in June 2018 How many achieved their goal? How many miles per class /school? Are all children willing to participate and self-motivated? Any children identified as G &T or excelled? How were children who were not running encouraged or motivated? Val B. to contact Norse to provide what we would like New field – 2 pitches, rounders pitch, 	<ul style="list-style-type: none"> Health and safety focus – Safety Week (Autumn 1) Understanding the health benefits of walking/cycling/scootering to school Scooter training children learnt new skills Better understanding of safety and scootering Children have a good 	

<ul style="list-style-type: none"> - Encourage children to skip during lunch and break times 	<ul style="list-style-type: none"> - Brief MSAs - Book Skip2bFit for two days - Encourage children to use school skipping ropes - Introduce whole school challenge and report on progress weekly in assemblies - Invite parents and carers to assembly 	<p>£760 (two days)</p>	<p>throwing circle</p> <p>Child survey only 5% children skip at break time (Nov 2017)</p> <p>Parents and carers attended the Skip2bfit assembly</p> <p>Children observed skipping with their parents before school.</p> <p>Increase in children skipping at break and lunch time</p> <p>Class achievements and progress</p> <p>Weekly celebration of an identified skipper each week in assembly</p> <p>Classes recording progress weekly, after skipping in their PE lessons</p> <p>Skipping ropes provided within break time equipment boxes and with the class Jim Monkey bags too.</p>	<p>understanding how to be physically active – reviewed each year and term.</p> <p>More children able to skip</p> <p>Children skipping more regularly at lunch and break time</p> <p>Children purchased skipping ropes</p> <p>Plan to embed skipping as an annual event</p> <p>Children become physically literate - active at lunch and break time, in and out of school</p>
<ul style="list-style-type: none"> - Provide daily opportunities in class for children to be physically active 	<ul style="list-style-type: none"> - Agree daily physical activity – Go Noodle/Activate. Update PE Policy. - Purchase class playtime boxes - Pedometer for Special Person 	<p>£223</p>	<p>62% of classes did not start the morning and afternoon being physically active (Oct 2017)</p> <p>Review June 2018</p> <p>Boxes purchased and given to KS2 classes – March 2018</p> <p>Feedback from teachers and children (School Council)</p>	

<ul style="list-style-type: none"> - Encourage home engagement 	<p>to log steps and activity</p> <ul style="list-style-type: none"> - Send home Jim Monkey Kit bag and diary to record physical activity at home – share with the class 	<p>£200</p>	<p>Examples or diary entries from classes. Feedback from children (School Council)</p>	<p>To improve concentration and understanding of health benefits Ability to follow instructions Academic outcomes – research on increasing physical activity and benefits in classroom and attainment Mental health benefits</p> <p>Each year group having a set distance to run as a collective whole – perhaps linked to a specific geography topic. Eg. Year 5 – Rainforests (Brazil).</p> <p>Refugee day – whole school event (NCFC focus) – cultural awareness</p> <p>Science Week – health focus</p> <p>NEXT STEPS Record cross curricular links Add to SIDP</p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 11%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> - Sports assembly and match reports to celebrate sporting achievements to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved 	<ul style="list-style-type: none"> - Achievements celebrated in assembly - Termly Sports Assembly Celebration – parents invited - Sporting achievements noted in Newsletters and Twitter 		<ul style="list-style-type: none"> - How many children have participated in assembly? - Parents have attended assemblies and read Newsletters and Twitter 	<p>Celebrating success of current pupils – Carly 9th in Norfolk County Competition – identified at school</p> <p>Sports people – using as good role models to reinforce and demonstrate our school focus</p>
<ul style="list-style-type: none"> - Noticeboards to raise profile of PE and sport for all visitors and parents 	<ul style="list-style-type: none"> - Keep noticeboards up to date with information 		<ul style="list-style-type: none"> - Noticeboard have information about matches/clubs/results and pupils are keen to be involved 	
<ul style="list-style-type: none"> - Trophy cabinets in school entrances to raise profile of PE and sport for all visitors and parents 	<ul style="list-style-type: none"> - Purchase trophy cabinet and have fixed in entrance 	£600	<ul style="list-style-type: none"> - Trophy cabinet in new school entrance 	<p>Inspire and celebrate sporting achievements</p>
<ul style="list-style-type: none"> - Role models – local sporting personalities so pupils can identify with success and aspire to be a local sporting hero 	<ul style="list-style-type: none"> - Find out which local hero children relate to and invite them into school - Paralympian 	£600	<ul style="list-style-type: none"> - How many invited and attended - Feedback from staff and children 	
<ul style="list-style-type: none"> - Introduce School Sports Leaders 	<ul style="list-style-type: none"> - Identify children - Train effectively - Purchase clothing - Give roles and responsibilities in school 	£160	<p>Spring 2018 – training completed and introduced at break times March 2018</p>	<p>Part of our school life – good role models for younger children to aspire to be a Sports Leader</p>
<ul style="list-style-type: none"> - Increase involvement of parents in sporting events to increase knowledge and understanding of health and well being 	<ul style="list-style-type: none"> - Invite parents to assemblies, matches and cluster events - Introduce parent/child clubs - Invite to visitor assemblies 		<p>Skip2bfit assembly – very well attended on both days</p> <p>Parents/carers invited to celebration assemblies</p>	<p>Gold Book PE celebrations assemblies Newsletters Twitter</p>

<ul style="list-style-type: none"> - Ensure all children are able to be equipped to participate in PE lessons and Sport - Staff to wear school branded hoodies for teaching PE and attending competitions - Equipment repairs - Application of Sainsburys Silver Mark (Bronze awarded last year) 	<p>after day events</p> <ul style="list-style-type: none"> - Provide spare kit for each class - PTA Summer Fair - Order hoodies with embroidered school logo - Checked and repaired 	<p>£100</p> <p>£320</p> <p>£165</p>	<p>% of children participating in weekly PE lessons, if they are physically able to</p> <p>Ordered March 2018 Feedback form children</p>	<p>NEXT STEPS</p> <p>Celebrating achievement –past pupils – invite them in</p> <p>Exposing children to different jobs within sport and health – visitors</p> <p>PE to attend equipment check</p> <p>Update SIDP</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<ul style="list-style-type: none"> - In order to improve progress and achievement of all pupils the focus is on up-skilling the staff - Invite specialist coaches to deliver blocks of sessions to children, alongside the teachers, to gain CPD - Purchase equipment and resources to deliver high quality PE lessons and sports confidently and effectively - Staff to attend training courses and INSET training - PE Audit (external) - Leadership and management course 	<ul style="list-style-type: none"> - Previous year assessments to measure impact over the year - Book specialist coaches to deliver PE lessons (see below) - Purchase equipment when needed for staff to be able to deliver lessons confidently - Offer opportunities to staff to attend courses - INSET training 	<p>Val Sabin £309 Dodgeball £76 Other equipment £3122</p> <p>£80 – cricket – VS & KF Gymnastics Twilight £300</p> <p>£525</p> <p>£750</p>	<p>See additional document – Assessments from 2016/2017</p> <p>Feedback from teachers</p> <p>New sports introduced in PE programme – Netball, cricket, dodgeball. Dodgeball training delivered at a staff meeting</p> <p>Cricket INSET fed back to staff at staff meeting</p> <p>Gymnastics Twilight Teachers now focused on skills rather than sport Using specific vocabulary to direct and extend learning Better understanding on supporting children and their progress</p> <p>Audit report and actions</p>	<p>Baseline assessment</p> <p>HLTA working closely with teachers and reflecting on gaps</p>

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<ul style="list-style-type: none"> - Widen the range of activities within and outside the curriculum in order to get more pupils involved 	<p>Invite external coaches to provide clubs</p>			<p>pass To be offered every year to Year 2</p>
<ul style="list-style-type: none"> - Focus on Pupil Premium (PP) children 	<p>Year 4 PP children to UEA climbing wall Pay for PP children to attend after school clubs</p>	<p>£540 £200</p>	<p>2016/2017 8 after school clubs offered Dance, Tri-golf, mini tennis, archery, football, gym, Capoeira (Selected children), hockey (See above) New clubs this year – Karate, Learn, play grow, cheer leading, yoga, girls football, netball, fencing, dodgeball, running,</p>	
<ul style="list-style-type: none"> - Focus on children reluctant to participate in PE and Sport 	<ul style="list-style-type: none"> - Identified reluctant children to attend Change for Life Club with CS 		<p>2 children attending after school karate club (£60) Children attending free running club (after school) Child survey results</p>	
<ul style="list-style-type: none"> - Focus on G and T children 	<ul style="list-style-type: none"> - Gymnasts to attend after school gym club with CS and then compete in Cluster event (Feb 2018) - Dancers to attend weekly 	<p>Slanted dance £675</p>		

<ul style="list-style-type: none"> - Focus on SEN children - INSET to provide teachers with more CPD 	<ul style="list-style-type: none"> lessons and perform at Ashleigh Summer Fair - Additional multi skills sessions with CS - Invite visitors to provide INSET 	<p>See above Staff cover £800</p>	<p>62% KS 1 and 52% KS 2 SEN children are not achieving expected standard in multi skills. CSF running sessions Summer 2 alongside CS and SEN children Child survey results</p>	
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: 6%</p>
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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"> - To introduce additional competitive sports identified in recent survey in order to engage more pupils - Engage more girls in inter/intra school teams - Arrange competitions between local schools 	<ul style="list-style-type: none"> - Identify staff to develop year 5/6 teams - Arrange practices and fixtures - Arrange inter/intra school competitions - Attend Cluster events 	<p>£35</p> <p>£850 – cover and transport to events</p> <p>See above for</p>	<p>Year 5 football team league joined and competing in</p> <p>Results</p> <p>Girls participated in football training and tournament. 29 KS 2 girls attended the club.</p> <p>Cluster events attended – Swimming gala (Feb 2018) 15 children attended the gala 2 children got selected to represent the final at the final.</p>	<p>Align curriculum delivery with competitive sports calendar</p>

	<p>- Termly House competitions for Year 1 to 5 run by CS</p>	<p>staff costs</p>	<p>Wymondham Cluster won the final</p> <p>Sports Hall (Jan) Year 3 & 4 event and Yr 5 & 6 event Year 3 & 4 came second Yr 5 competed against yr 5 and 6 teams</p> <p>Cross Country 7 children entered (Yr 3 – 5) Boys and girls Wymondham Cluster came 3rd place</p> <p>Gymnastics Year 2 – came 6th place</p> <p>Girls football (Oct 2017) Yrs 3 & 4, Yr 5 girls (Vs Yr 5 & 6) Yr 3 & 4 team came 3rd Yr 5 team came 10th</p> <p>Colney Schools Football Festival March 2018 Year 1 – 6 boys</p> <p>Year 5 football league</p> <p>Hockey Tournament</p> <p>Netball Tournament</p> <p>Athletics Quad Kids Year 3 & 4 – 2nd Years 5 (&6) – 4th</p>	
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<p>- Purchase cups to be awarded to winning teams</p>	<p>- Purchase cups</p>	<p>£100</p>	<p>All children participated in house competitions and sports days</p>	<p>NEXT STEPS Cluster co-ordinator? Number of children competing out of school</p>
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