



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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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](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: Key Priorities
<p>Team teach sessions have increased knowledge and confidence of other staff to teach P.E.</p> <p>Year 1 and EYFS have attended training on fundamental skills. An increased focus on this has improved EYFS progress and results on Moving and Handling and Physical development</p> <p>Across the Key stages members of teaching staff have also received CPD with regards to delivering P.E.E- increased levels of confidence reported</p> <p>The introduction of Target Tracker has made it easier to monitor the progress and attainment across all year groups, including groups such as PP/FSM,EAL etc. From this data, children have been targeted through intervention groups run at lunchtimes and targeted through after school clubs like multi skills.</p> <p>There has been an increase in the number of children involved in at least one after school club during the year as they were offered clubs such as climbing, gymnastics etc.</p> <p>There was also an increase in the number of children who represented the school at competitions outside of school.</p>	<p>Children will continue to be given more opportunities to be active and engage in a healthy lifestyle. This will involve a greater number of clubs offered to children after school, play time activities run by play leaders and an increase in the amount of equipment offered to the children during playtimes.</p> <p>There will also be a push on the teaching of health and well-being through P.E. and other subjects in class.</p> <p>Teachers to become more confident when teaching P.E. through CPD, working alongside BFC coach to teach P.E every Friday. BFC coach will also run lunchtime clubs and further engage children.</p> <p>Target tracker will continue to be used as a tool for assessment. A.Douglas will analyse data for P.E. every half term and suggest actions to improve standards of P.E.in certain groups of children who may not be progressing as expected.</p>

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?	77%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57%
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

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

Capture your intended annual spend against the below 6 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: £16,000	Date Updated: 20/9/18		
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:	
			21%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To engage children in regular physical activity, increase their confidence in attending sports clubs.	Change for Life Club held every week for least active children. A member of staff to run a Change for Life club after school one night a week. Choose least active children from year 2/3.	£139.32	A greater number of children attended an afterschool sports club and/or a sports event outside of school.	Continue to offer a range of sports clubs to cater for the interests of the children. Keep registers for all clubs to identify which children have and which children have not attended and target those children who have not.
To increase health and wellbeing in all children. Working towards 60 minutes physical activity daily.	To take registers of all clubs to identify which children are not attending clubs and target them with sports clubs deemed to be less active.	£179.32		
	Climbing club to offered to pupils in year 4/5 who perceive other clubs to be too active.			
	Intervention groups to run during Monday lunchtimes by BFC to target less active children. Groups to be run by Burnley Leisure Trust.	Part of BFC package included later	Increased activity for those children during lunchtimes which has also improved behaviour of certain children.	Keep a record of which children are participating in groups during lunch times and try to target less active children.
Children see the benefits of a healthy lifestyle and the effect it has upon taking part in sport.	To employ/deploy welfare staff that can engage children effectively in physical activity during lunchtime	£1881.00		

Enhance the health and wellbeing of specific groups of children where need is identified.	Breakfast club before school to implement physical activity- AB/LW to lead.		Increased of time in which children are active each day.	Continue to implement.
	Use of Maths of Day resource as a way of delivering Maths through physical activity.	£595.00	Lesson observation showed children much more interested in maths as lessons were physical.	
	Analyse data to target children who are not progressing at age related expectations.			
	Use of cyber coach smart as an alternative activity in the classroom as 'wake up and shake up' for breakfast clubs and as children arrive into school in the morning.	£315.00	Greater % of children active every morning.	
	Spare sports kits to be purchased to ensure all children can access regular physical activity.	£250.00	No children missing out on P.E. lesson when they have forgotten their kit, ensuring all children get 2 hours of P.E. a week.	
	Enroll in the Core Values Rugby program to target dis-engaged year5/6 boys. A coach will deliver rugby coaching sessions in school, during which, core values such as teamwork, respect and sportsmanship will be taught.	Through SSP- no fee required	Year 6 children engaged in program with a few children going on to attend sessions at Burnley rugby club outside of school.	Continue to make spare kit available. Make use of equipment and skills learnt to run our own rugby coaching sessions next year.
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:
				13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Enable children to learn and develop gymnastic skills and increase flexibility.	Apply for Quality Mark through YST membership. Work towards maintaining Gold School Games Mark.	No fee	Bronze school games mark achieved	Identify areas for improvement and apply for gold next year.
Early experience of swimming prior to it being taught in Y4/5 to overcome fear of water later on.	Additional Top up swimming lessons to be booked with leisure centre for year 3.	£1804.00	Increase in confidence of children swimming in year 3.	Continue to offer extra swimming lessons.
Promote positive attitudes towards PE through increased levels of engagement with staff.	Staff to link lessons to P.E. and teach theoretical aspects of P.E. in class through PSHCE and science lessons. Class teachers to include P.E. homework once a term.		Theoretical lessons taught to increase awareness of benefits of physical activity. Older children given responsibility to lead and organise games during lunch times.	Continue to cover theoretical P.E. lessons to ensure children understand the importance of physical activity.
Use of Playground Leaders to deliver activities at lunch time as a means of engaging children in regular physical activity.	Training for new play leaders. Audit of lunchtime provision. Additional lunchtime resources bought to engage children at lunchtime.	Through SSP- no fee required £250.00	A greater number of children involved in physical activity during lunch times.	Organise training for next group of play leaders.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Teachers to have access to CPD in specific areas of the PE curriculum so that they feel confident enough to deliver high quality PE and sport during and after school.	Burnley coach to come in and lead P.E. with class teacher to help upskill staff.	£1500.00	Staff engaging more with the P.E. curriculum and feeling more confident when helping in a P.E. session. AD, SA and EH attended courses to increase confidence in teaching the P.E. curriculum.	Continue to team teach with Burnley coach. Continue to offer CPD to staff through staff meetings etc.
	Staff to be sent on further courses to increase confidence within P.E.	£1000.00		
	Team teaching opportunities for teachers across school to gain more experience of teaching P.E.			
	SA to be sent on fundamental movement course for ks1.	Through SSP- no fee required		
	2 members of staff to be given the opportunity to attend FA Primary Teacher's award course to improve confidence in delivering lessons around invasion games.	Through SSP- no fee required		
Ensure good quality P.E. equipment is available to teachers when delivering lessons.	Audit sports equipment. Purchase sponge balls and tennis balls.	£500.00	New balls purchased to help with ks1 fundamental movement skills.	Continue to monitor there is enough equipment to for use in classes and clubs.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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 reception children the opportunity to learn to ride using balance bikes.	Nichola Blezard from Pennine Active to run balance bike sessions.	Through SSP- no fee required £950.00	Our EYFS children by the end of the Tots on Tyres sessions demonstrated that they could balance themselves on a bike.	Continue to use tots on tyres to promote cycling for our reception children.
Offer an after-school dance-based club with a view to entering a competition.	Coach to deliver the club with a member of school staff.	£139.32	Furthermore, the majority of the children were also either moving towards riding without stabilisers or were able to do this.	Offer dance as a club again next year with a view to increasing the number of participants.
Offer an after-school tennis club with a view to entering a competition.	Coach to deliver club with a member of staff.	Through SSP- no fee required £139.32	The club thoroughly engaged a group of children and had them learning a new skill. The children also practised their dances during break times which further increased their physical activity.	
Offer Children in KS2 a bike ability course.	Coach to deliver bike ability to children in year 5.			
Offer children an after-school athletics club.	Coach to deliver the club with a member of staff.			The same opportunities will be given to the next Y6 group
Provide Y6 children with the opportunity to attend a residential - link to outdoor adventurous programme.	Year 6 to attend a residential. Whilst there, children will experience a range of activities such as: climbing, raft building, archery, problem solving and orienteering. Participation in these activities will make links with the skills within the National and also give them access to a broad range of activities.	£1560.00	Children were given opportunities to try new activities that they may not have had chance to try before. They were also given their own independence and responsibilities. This was a vital experience for them for their transitions to high school.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

To enter a range of competitions during the school year. Involve at least 50% of KS2 children.	<p>Transport costs to run minibus-petrol.</p> <p>Sustain competition entries through SSP competition calendar.</p> <p>Attend SEND festivals.</p> <p>Attend Change for life competitions.</p> <p>Communicate with cluster to organise competitive events with schools in the local area.</p> <p>Purchase shin pads for children to use during football matches and competitions.</p>	<p>Through SSP- no fee required</p> <p>£270.00</p>	Entry into competitions has increased sportsmanship and built resilience amongst the children that have taken part	All the opportunities that were offered last year will be offered again. We will also try and attend more competitions.
Key indicator 6: Improved collaboration and growth of local networks including local partners and external agencies				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:
<p>Buy into local SSP to ensure continuity and growth of local infrastructure. Universal offer for pupils and coordinated support package.</p> <p>Rugby community sports officer for Burnley to facilitate lessons and encourage uptake of sport outside of school.</p>	<p>Keep in contact with Helen Tyson regarding upcoming events and competitions. Liaise with other schools to improve communication.</p> <p>Rugby coach to be employed to coach year 4 during P.E. and run afterschool club. Also, to help share ideas and tips with Allister.</p>	£4380.00	<p>A high number of children attended competitions through the SSP this year. The links with other schools in the partnership have also helped keep staff updated with CPD opportunities.</p> <p>Children were given an opportunity to learn a new sport and skills which can be applied to range of sports and games.</p>	<p>Continue to work with the SSP.</p> <p>Offer rugby as a club again next year with a view to entering a competition.</p>