



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:

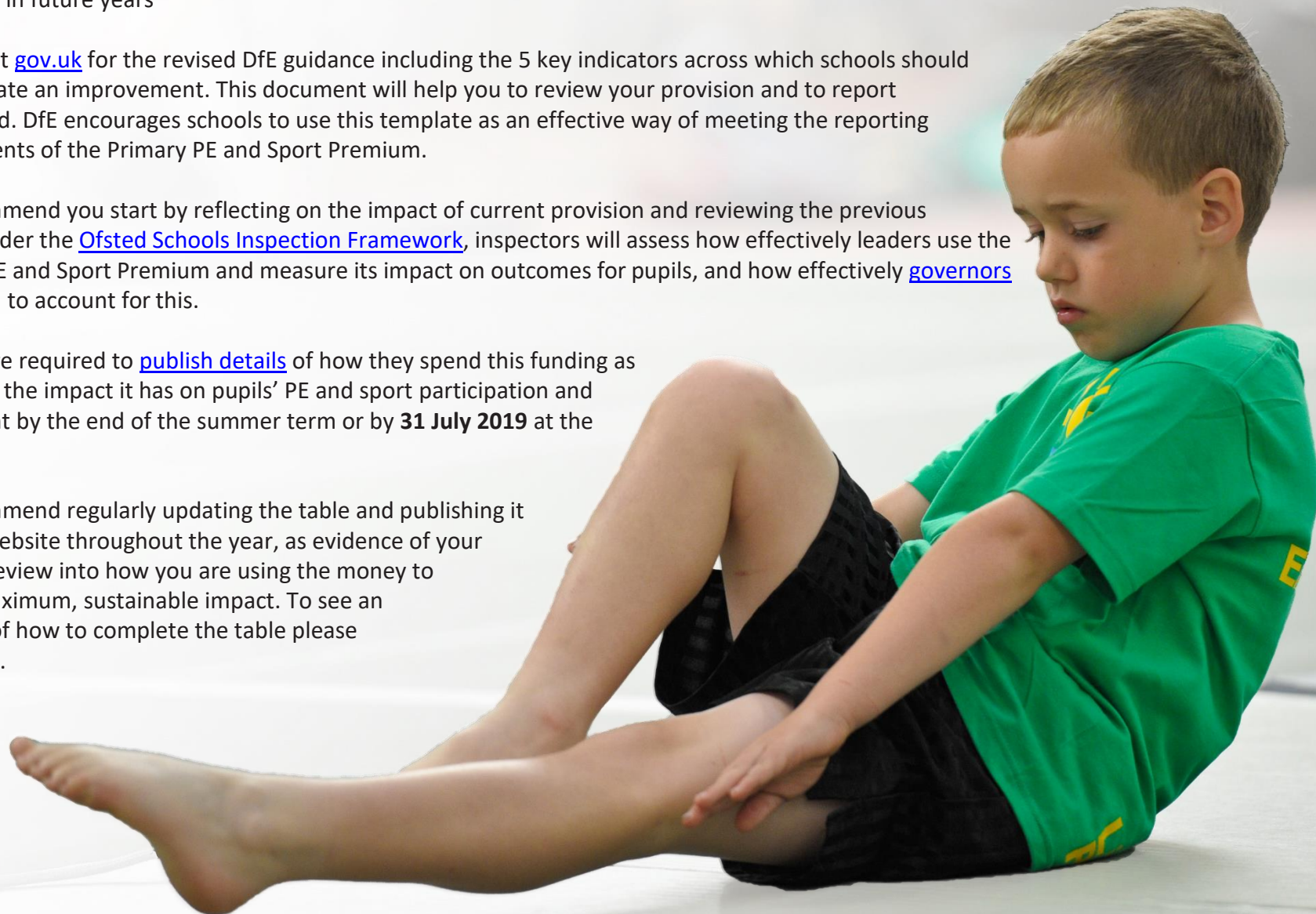
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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>Continued links with PCSA to access the sports partnership with other schools in Torbay and compete in tournaments and festivals.</p> <p>Partnership with SSW and PCSA to access high quality CPD opportunities for teaching staff.</p> <p>Partnership with SSW, Premier sports and Shear soccer to offer at least two after school clubs a week.</p> <p>Regular Hub meetings with other schools in The Link.</p> <p>Development of an academy-wide rolling programme for PE provision on a shared Google drive.</p> <p>Use of the local community and environment to enrich students' experience of PE and physical development (e.g. whole school walks, woodland learning, rock climbing, cycling, and sailing).</p> <p>Promoting PE through a successful active school blog, taster sessions and sports days.</p>	<p>Staff CPD on the new academy wide planning and assessment materials</p> <p>Develop a wider range of EYFS/ KS1 opportunities for physical development through extra-curricular experiences within the school and its community.</p> <p>Further develop the outdoor play provision at lunchtimes through our 'Your playtime matters' project; promoting safer, more engaging, relaxing and enjoyable playtimes.</p> <p>Further develop opportunities for physical activity within the whole school day; responding to pupils needs using a wider variety of 'Active brain breaks'.</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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	100 %
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?	77%
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

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: £16,810.10	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:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Further develop Fun fit morning sessions	Sports coach from SSW and TA to use daily tailored 'Funfit' sessions to support and engage the least active/disadvantaged pupils	Part of sports partnership package with SSW (£5000.00)	6 children YrR-Yr6 have benefitted from daily sessions throughout the year.	Use partnership with PCSA to provide training to new staff members in order to deliver regular, high quality fun fit sessions.
Offer a greater range of after-school activities	Continue links with SSW, Premier sports, Shear soccer and PCSA to provide after school provision. Opportunities for children to access different sports.	Part of sports partnership package with SSW (£5000.00), and PCSA (£3417.50)	After school sports club provision has been offered 2-3 times weekly, 36 children have participated in <i>at least</i> one of the clubs. The activities offered this year include: ultimate frisbee, football, multi-sports, dodgeball, cricket, gymnastics, fencing, athletics and tennis.	Increase attendance, using pupil conferencing to ascertain which after school clubs would be most popular next year. Shear sports contract has ended. Continue links with SSW, Premier sports, Mr.Kerr Brown (local All Stars cricket and football coach) and Matt Tanner.
Enrich play and physical development at break times.	Initiate a whole school 'Your playtime matters' project. MTA meetings, questionnaires to staff and students to ascertain ways to make playtimes safer, more relaxing, enjoyable, enriching and engaging. Audit equipment.	*Part of the additional hours for TA (Approx. £200)	Whole school participation in the 'Your playtimes matters' project through questionnaires. An audit for playtime equipment has been completed and proposals for playground development have been put forward, to begin Sept 2019.	Order equipment, allocate the role of Play Leaders to MTAs, organise training if appropriate. To commence Autumn term 2019.

Increase participation in 'Active brain breaks'	Replace the 'Daily mile' with 'Active brain breaks'- allowing staff to be more responsive to their students needs through a wider range of activities e.g. stretching, yoga, mindfulness, take 10.	*Part of the additional hours for TA (Approx. £200)	Foundation stage and KS1 teachers reported using active brain breaks at least once a day, sometimes three times a day. KS2 teachers reported using active brain breaks 2-3 times a week.	Maximise the benefits of active brain breaks for pupils through a more diverse range of ideas. Pool 'Active brain break' resources on to a Shared Staff Google drive.
---	--	---	--	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Raise profile of PESSPA across the school and community.	Regular PE updates on the School Community Facebook page. Whole school walks and community walks to enhance curriculum.	N/A	Opportunities for physical development promoted at least once a month through our school Facebook page. A considerable number of parents and volunteers have actively supported our Woodland learning and sports days.	Raise profile PESSPA within school (e.g. notice board, school celebration assemblies).
Promote cross-curricular opportunities	Staff to organise whole school local walk as inspiration behind a whole school topic 'Where our wellies take us' at the beginning of the year.	N/A	Pupils in KS1 and 2 have benefitted from greater curriculum links to PESSPA	Staff to continue to share ideas in order to make cross-curricular links with PE.
	Employ Level 3 Forest school Leader to utilise the school's Woodland learning area and link outdoor learning to the whole school cross-curricular rolling programme.	*Part of the additional hours for TA (Approx. £200)	PESSPA developed in a variety of ways through 'Woodland learning' from physical development (e.g. forest walks, tag style games to embed ideas being learnt) to developing skills in team work, co-operation and leadership (den building).	Continue to develop woodland learning; finding opportunities for PESSPA to enhance the curriculum.
Promote healthy lifestyles and healthy eating	Utilise the school kitchen (and the expertise of our school chef, Barbara) to give every student in school an opportunity to cook a healthy recipe and consider its nutritional value.	£300.00	All students within school have had at least one session cooking session with Barbara.	Continue to promote healthy eating through the use of food technology and learning about nutrition. Link to one of the Science weeks?

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Share good practice across the academy	PE co-ordinators in each of the Link schools to attend termly development meetings. PE co-ordinators within the academy to set up a shared PE planning and assessment folder on the shared Google drive. All schools to contribute best resources, staff training materials and planning, alongside specialist sports coach from SSW (Matt Tanner)	*Part of the additional hours for TA (Approx. £200) Part of sports partnership package with SSW (£5000.00)	Termly sharing of good practice, ideas and resources Shared PE folder on Google drive has been created.	Questionnaire to teaching staff to ascertain areas where they feel they have increased in confidence and areas where they feel they need more support.
Create an assessment tool to be used across the academy	Matt Tanner to design an assessment tool that can be used for each class teacher across the academy.	Part of sports partnership package with SSW (£5000.00)	Assessment tool has been created and a baseline of all pupils taken this year so that progress can be measured.	Matt Tanner to deliver CPD training sessions to staff on using assessment tool and accessing the planning materials.
Improve delivery of PE within all key stages	Matt Tanner to support staff each week in a range of sports with the aim to up-skill them.	Part of sports partnership package with SSW (£5000.00)	Teachers supported in a variety of sports and how to deliver them effectively Increased confidence in subject	More accurate assessment and analysis to be used to improve outcomes for children. To develop a culture of trying out new ideas and instructional approaches. Matt Tanner to be involved in setting goals and targets with

Use ICT to broaden the potential for teaching and learning within PE lessons.	Purchase ipads in tough cases. Encourage staff and pupils to use ICT within lessons.	£2260.00	<p>Ipads have been used by pupils in KS2 to support gymnastics, tennis and dance. E.g. to highlight the importance of timing/body tension/to analyse throwing, jumping or landing techniques</p> <p>Ipads have been used by staff to share, discuss and develop best teaching practice and to develop school community facebook page.</p>	<p>teaching staff. Provide staff with greater opportunities for feedback to improve their delivery of PE.</p> <p>Encourage greater use of ICT to enhance the PE curriculum, ensure that opportunities for ICT are clear on the Link Academy plans.</p>
---	--	----------	---	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Organise 'Bikeability week' for year 5 and 6 Spring term 2019.	Bikability Provider to train Year 5 and 6 in cycling proficiency. Arrange visit from Sports personality (Lucy Goldsmith) to talk to the class about her current European cycle tour and introduce her internet blog.	N/A	27 Yr5 and 6 gained their level 2-3 in bikeability. 78% of students who received their award have been out cycling on the road since.	Organise 'Bikability week' for Spring term 2020.
Utilise the outdoor environment and local community to promote physical development.	Set up a 'Woodland Learning' area, using parent support to clear the area. Purchase a shed to store equipment. Purchase tools and equipment. Arrange for Year 6 to have a day with Forest school specialist Lisa Chell. KM to update her Outdoor first aid certificate.	£850.00 £958.60 £135.00 £125.00	All pupils Yr1-5 have participated in 12 hours of woodland learning this academic year. Year 6 have had 6 hours. Two KS2 pupils (who have previously been disengaged with sports) have benefitted from weekly woodland learning for the whole year.	Continue to develop Woodland learning area to promote physical activity and development. . Renewal due in 4 years.

Offer students new and exciting opportunities for sport and physical activity.	Audit and update equipment for current and upcoming units of delivery.	£801.00	Equipment purchased for tennis, cricket and tri golf- enabling more pupils to participate in a wider variety of sports.	Audit to be made every September to ensure that we have the resources we need to support the yearly rolling programme for PE. Purchase storage solutions in order to maintain PE equipment in the long term.
	Make links with Stoke Gabriel Boat Club/Sailing Club and arrange for a Yr 5/6 sailing week.	£589.00	27 yr 5&6 children participated in our sailing week. 44% of these pupils have been sailing since and a further 15% have enrolled on the Summer sailing programme.	Arrange for another 'on the water' week for year 5/6 Winter term 2019, making links with our local OECs. E.g. a sailing/ kayaking week.
	Make links with Dart Rock climbing wall and arrange for a Yr 3 /4 climbing day.	£360.00	29 of yr 3&4 children participated in our climbing day. 59% of these pupils have visited the climbing wall since.	Arrange for another 'Adventurous sports day' for year 3/4 Spring term 2020, making links with our local OECs. E.g. a climbing/stand up paddle boarding day.
	Organise swimming for KS2 in the Spring term at Brixham pool.	£ Funded by FOS	Refer to p4	Arrange Swimming and Transport (liase with FOS) Spring 2020

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Organise opportunities for KS2 children to become involved in a wider range of competitive sports	SSW and PCSA Sports Partnership to deliver weekly sports coaching and regular interschool festivals each half term for KS1 and 2 children.	Part of sports partnership package with SSW (£5000.00), and PCSA (£3417.50)	Participation in a range of KS2 sports festivals and tournaments this year, 10 in total.	Continue to buy into PCSA partnership and Professional coach Matt Tanner
	Organise transport for events, festivals and tournaments	£1010.00		Arrange for inter academy sports within Link schools, staffing and transport
Whole school participation in sports day	Identify track lines on school field Sports day. Audit sports day equipment.	N/A	Whole school participation in competitive and non-competitive events over the course of the day. Children given the opportunity to try out a wider variety of activities through the 'Potted events' (e.g. javelin, shuttle running, the long jump and discuss).	Organise tracklines for school field, Summer term 2020 Complete order form for equipment to support Sports day 2020.
Designated area for competitive sports activities e.g. netball, hockey and tennis	Surpluss capital to be used towards a new MUGA (multi use games area)	*£750.00		

*Amount paid for extra TA hours =£124.

Amount owed for extra hours, approx. £76.00 (to be confirmed in August).

Surplus capital will go towards a new MUGA, estimated to be £804.00