

# 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](http://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](#).





## 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: £17,800	Date Updated: July 2019		
<b>Key indicator 1:</b> 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: 46%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure that children are engaging in daily physical activity.</p> <p>Children to be involved in more active lessons and activities through the school day.</p> <p>Ensure there are a variety of sport clubs running after school.</p> <p>Ensure lunchtime activities are running well and are well resourced with a wide selection of different activities.</p>	<p>Run a staff PDM on active lessons and learning through movement.</p> <p>Get teachers logins for Go Noodle.</p> <p>Keep registers of all clubs and records of all PP children who access an after-school club.</p> <p>Buy a class set of scooters, helmets and storage for these. Teachers can take a class out for a scooter session.</p> <p>Plan in set times for the Daily Run.</p> <p>Buy a sturdy football goal for children to use at lunchtime. This has been a request from the children.</p> <p>Whole school Race for Life.</p>	<p>£150- Lunchtime equipment. This included parachute, footballs, small balls, hula hoops.</p> <p>£2190 - Class set of 34 scooters and 2 adult scooters and helmets.</p> <p>£5000 - Shed built for storage of new equipment.</p> <p>Go noodle – Free</p> <p>£473 New PE equipment</p>	<p>Observations of active lessons and pupil voice. Children themselves reported how they found the learning more interesting. “I like it when we are moving, it makes it so much more fun to learn.” Amelie.</p> <p>“I find it much easier to remember when we do it this way. When you are up and you do it, I can remember it better.” Peggy. “I like learning standing up, it’s more fun.”</p> <p>“I really like PE. We do so many different things in it and learnt different ways to do things. We also keep fit and I like keeping fit.” Oliver</p> <p>Teachers using Go Noodle and Active Maths songs in class to encourage physical activity but also active learning. “The children are more engaged when we learn in this way” Miss Davies. Many staff report that pupils are more focussed in class after the daily run and</p>	<p>The scooters have been purchased and will be able to be used over a long period of time. To ensure sustainability there needs to be good storage built to protect equipment that has been brought.</p> <p>A scooter club will continue to be run in the spring/summer terms. Teachers can regularly bring their classes out to use the scooters as a class and there are teacher scooters to involve them with the activity and model safe and successful scooting. The scooters will be used at lunchtimes and during free flow in EYFS.</p> <p>The new storage will mean that equipment is easier to access and will last longer.</p> <p>The football goals being purchased are high quality to ensure that they last.</p>

		£500 Football goals and footballs.	<p>improved attitude to learning</p> <p>Increase in active clubs running after school. There is now a scooter club running with 34 children coming to this each week. The scooters will also be used for a scooter disco.</p> <p>Observations on MDSAs show that lunchtime activities are set up and running well. They have reported that the rota is working well and more children are engaging in activities.</p>	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				1.1%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
To improve physical development in EYFS. For children to be able to access more challenging physical development activities during free flow both with an adult and independently.	<p>Plan direct time for focus children to be in intervention groups to focus on the gross motor skills outdoors.</p> <p>Budget and purchase new equipment for teachers and children to use during free flow.</p> <p>Purchase new equipment to help young children develop their fine motor skills.</p>	£200- Equipment to help develop children's gross motor skills.	<p>98% of children achieved expected in Physical development in EYFS</p> <p>40% Of these children achieved exceeding in their Physical development.</p> <p>86.5% of Children achieved ARE in their writing which has a direct correlation to their fine motor and gross motor skills.</p>	<p>The equipment that has been purchased will be able to be used for the next year group coming into school. Some of the new intake have fine and gross motor difficulties so having this equipment will ensure early intervention.</p> <p>Children have access to the trim trail, building area and physical area daily and other children in the school are also able to access this.</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				14%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To offer children a wider range of sports opportunities.</p> <p>Engage reluctant children in an alternative form of exercise</p>	<p>PE lead and class teacher to attend training from the Royal Opera House in dance. From this then run a staff PDM.</p> <p>Cover Supervisor to achieve their Sports Coaching Level 5.</p> <p>Little kickers to run a football coaching session in EYFS.</p> <p>Little Kickers to come in and run staff training session after-school.</p>	<p>Royal Opera House Training – Free</p> <p>3 Days cover for 2 Teachers - £1200</p> <p>PDM Training – Free</p> <p>Sports Coaching Level 5 course - 6 Days cover - £1365</p> <p>Little Kickers training – Free</p>	<p>As a result of the Royal Opera House dance training, the PE lead and teacher ran a PDM for all teaching staff and cover supervisors. Teachers are now developing a whole term of dance work around a focus book. This will take place in PE lessons but also in the classroom to encourage writing through dance.</p> <p>EYFS staff said they felt more confident in setting up and teaching ball skills activities. Some EYFS children went on to play at a football tournament.</p>	<p>Planning for movement/dance linked to English will be developed and will be used throughout the school. Teachers have learnt new skills and ideas that they can develop not only in their dance lessons but through the wider curriculum.</p> <p>Teachers will be more confident and will be able to develop on their skills which will impact on future teaching. Teachers can train new teachers and TAs in the future.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				4.2%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Engage more children in easy to access fitness opportunities that can be used out of school.</p> <p>Children to participate in different sporting activities</p> <p>Year 2 to attend sporting festivals.</p>	<p>Tri Golf day at school. Jolf golf company spent the school day working with every class in the school to teach them new golf skills.</p> <p>Run a scoot to school breakfast</p>	<p>£749</p> <p>All these events are free. Cover is</p>	<p>More children have attended sports events than any other year. Children have accessed a wide range of different activities.</p> <p>Pupil voice after these events.</p>	<p>Children have shown an interest in the golf and parents have asked for an afterschool club. Activities that were run during this day will be set up at lunchtime for children to be able to practise the skills they learnt. Teachers have new ideas and activities they can use with the</p>

<p>Identify and encourage less active children to go to a sports festival.</p>	<p>The whole of Year 1 will attend a multi-sport festival with other schools at Stafford.</p> <p>Year 1 SEN and PP children to go to a multi- sports festival run by Eastbourne college.</p> <p>Less active Year 2 children to attend a multi-sports festival run by Eastbourne College.</p> <p>Ten EYFS children to go to a football tournament. Little Kickers to run training for this beforehand.</p>	<p>needed for staff to go with the children.</p> <p>Teacher cover for sports events (Included in cost above)</p>	<p>“I really enjoyed the golf, I had never done golf before. It was a challenge and I like a challenge. I would really like to do it again so that I can get better at it.” James.</p> <p>“I’ve never played golf before. I definitely want to do it again as I like taking part. I was really good at it and I didn’t know I would be.” Oliver.</p> <p>This shows that children felt challenged by learning a new skill that they may not have been accessed without this provision. Children also discovered that they were able to do something they did not expect to be able to do. These opportunities developed resilience, self-esteem and motivation in pupils which are important learning and life skills.</p> <p>“I was so impressed with how well it was run. The children were so engaged and motivated in what they were learning. They really enjoyed trying out something that had not done before.” Mrs Woolley.</p>	<p>children.</p> <p>Pupil voice showed that less reluctant children enjoyed the sports festivals they attended and see sport in a more positive light. One of the MDSAs came to less active festival; she later set up some of the activities they had played at lunchtime and the children modelled these. These really helped to develop their skills but also the children’s own confidence. We will continue to include MDSA and support staff in training and at events and share new skills through child-led modelling.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p> <p>0.2%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Introduce additional competitive sports to engage more pupils</p> <p>Enable participation in inter-school competitions/ tournaments.</p> <p>Sharing of expertise with other schools.</p> <p>Enable children to represent the school with a sense of pride.</p>	<p>Join the Eastbourne Primary PE Association Membership.</p> <p>Fifteen Year 2 children to attend a basketball festival.</p> <p>Twelve Year 2 children to attend a football festival.</p> <p>Select Year 2 to attend the football festival. Target GT and children for one of the teams attending.</p> <p>Ten EYFS children to go to a football tournament. Little Kickers to run training for this beforehand.</p> <p>Twelve more able Year 2 /1 children to attended a cricket tournament</p>	<p>£50 a year fee.</p> <p>All sports events are free.</p>	<p>Photos and pupil voice from the events. Children requesting to go to events.</p>	<p>Continue attending inter-school sport events next year.</p> <p>Children want to practise the new skills they have learnt at the sport events. At lunchtime children are playing cricket and handball which is run by a MDSA. This enthusiasm will be harnessed and will drive further sport initiatives.</p>
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