



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Commissioned by  
**Department for Education**

Created by



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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](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:
<p>From February half term, the whole school is far more active as the 'Daily Mile Initiative' has been brought in for the whole school. All children are doing regular running on a daily basis with the aim that <b>all</b> children will eventually be able to run for 15 minutes.</p> <p>Year 3 and 4 trialled this run first in January, 2018 to gauge any problems that could have arisen.</p> <p>So far, children at Dursley Primary Academy have taken part in district football, rugby, netball and hockey tournaments. They became District football champions.</p> <p>Badminton has been successfully introduced as a new sport in the curriculum for the whole school.</p> <p>Children have been able to attend the following sporting clubs so far this year: Boy's football, girl's football, netball, badminton, rugby, hockey, dance and KS1 sporting skills.</p>	<p>PE lead to develop competitive sport within the school for all.</p> <p>To use sporting skills and knowledge of existing staff to improve knowledge and quality of teaching for all.</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?	% 80
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% 80

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 56
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b> However, we target non swimmers using pupil premium money if eligible

\*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:	
<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:
				66 %
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase physical activity of all children in the school	To launch the daily mile initiative for the whole school from February Half Term, 2018.		All children are doing at least three 15 minute runs per week.	Once markings are in place, this initiative is sustainable as no further resources are needed in terms of money.
	To encourage physical activity for children and parents by inviting parents to run with their children every Friday morning before school starts		All children also have two PE slots per week timetabled.	
	To have new playground markings so that greater physical activity is a feature of playtimes. These markings will include a track for the daily mile so that children will know how far they have actually run, and therefore progress can be easily measured.	£3000		
	Permanent play equipment in key Stage 1 playground to be installed to promote a sustainable and active play time.	£4500	Key stage 1 children are now able to use trim trails which enable them to increase physical activity as well as strengthening muscles.	
		£4500	Key Stage 2 children will have their new trim trail installed shortly.	

	Permanent and sustainable play equipment ear marked for actual play times	£1500	Playground games and sporting activities such as table tennis, badminton and sports focusing on hand-eye co-ordination were added to our together time activities, allowing more children to be active.	
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				7 %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children develop their physical fitness through quality PE lessons, active plays and daily miles.	<p>PE lead to observe lessons to assess quality or areas for development</p> <p>Peer support provided depending on strengths and needs of existing staff</p> <p>Updating the sports board regularly</p> <p>Awarding certificates for physical activity (daily mile)</p> <p>PE consultant to support new PE lead</p>	<p>£1000</p> <p>£250</p> <p>For PE conference</p>	<p>Increased physical activity is at the forefront at Dursley Primary as the whole school has embraced the daily mile initiative.</p> <p>Parents are supporting this as some are regularly attending Friday morning sessions with their children.</p> <p>Staff are regularly updated on progress and PE lead offers support when required.</p> <p>Children are awarded certificates in assemblies so PE is seen to be important by all.</p> <p>Children often report back to the whole school once competing in competitions.</p>	<p>PE is at the forefront at the moment as children throughout the school are taking part in the daily mile.</p> <p>PE achievements are also a regular feature within year group and whole class celebration worship assemblies</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children are provided with a high quality education in PE lessons	<ul style="list-style-type: none"> <li>To audit staff about their confidence in teaching different activities within the national curriculum.</li> <li>To use existing specialist knowledge and skills within Dursley C of E Academy to support teachers with highlighted areas for development.</li> <li>PE lead to provide training in badminton skills and techniques in a staff meeting</li> <li>To book coaches to work alongside teachers in sports which teachers are least confident.</li> <li>Peer observations and team teaching to share strengths within school</li> <li>To purchase a scheme of work which provides videos of correct techniques to be taught.</li> </ul>	<p>£1000</p> <p>£500</p>	<p>It was clear from the staff audit that many teachers felt they were already skilled in many aspects of PE teaching. From the staff questionnaire, there are confident teachers of football, netball, dance, gymnastics, hockey, badminton, athletics and rounders. As a result, teachers can offer their expertise to less confident members.</p> <p>Strong teacher knowledge has clearly been seen within a range of sporting clubs offered: boys and girls football, rugby, hockey, netball, dance, badminton and table tennis</p>	It became clear that a sharing of skills and peer support would enable sustainability within the school alongside hiring coaches for specific areas for development
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>Additional achievements: Badminton has been introduced to the whole school in the curriculum as a new sport.</p> <p>Table tennis has been introduced to Key Stage 2 as a new sport</p>	To introduce badminton clubs to KS1 and KS2	£800 Badminton equipment	Badminton Clubs were set up in the autumn and spring term for children in both Key Stage 1 and 2.	<p>Badminton has been successfully taught throughout the school and as we have racket pack resources, there should be sustainability. We would just need to replace shuttle cocks and plus balls due to wear and tear when needed.</p>
	To introduce badminton into the curriculum for the whole school	£50 badminton teaching course	Table tennis taster sessions have been provided for all children interested in KS2. Badminton has successfully been introduced into the all key stages within the school curriculum in the spring 2 Term.	
	To provide a timetable for each class where table tennis tables can be used. To introduce formal club once all children have had taster sessions.	£1000 Table tennis tables and equipment	Table tennis taster sessions have been provided for all children interested in KS2.	
Cricket taster session			Year 1,2, 3 and 4 were provided with a cricket taster session from a qualified coach. These sessions were enjoyed by all.	<p>To start a Key Stage 2 table tennis club and have taster sessions for whole classes so that more children are exposed to a new sport.</p> <p>Table Tennis has also been introduced as a Together time activity. As a result, 44 children in the school have taken up this new sport.</p>
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				3 %
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 provide opportunities for more able children to take part in competitive sports against other schools</p> <p>To provide opportunities for all children to take part in competitive sport within school by PE lead organizing intra- school competitions on a termly basis</p>	<p>£450</p> <p>Supply cover for designated teachers who take teams to sporting activities</p>	<p>This year, we have competed in the district football competition which the team won. Following this, they came 6<sup>th</sup> in the County Finals. We have also taken part in a netball, hockey, two girl's football competitions, a Y3/4 rugby competition in which we came second.</p> <p>Children have also taken part in a Y4/5 badminton festival which they won, a cricket competition, athletics (2<sup>nd</sup>) and rounders (1<sup>st</sup>). We also took part in a table tennis competition with a rival school and came out on top.</p> <p>In the summer term, all children took part in two sports days. The first sports day comprised of traditional sports within competitive races. Our second sports day focused on team spirit and togetherness as children were put into mixed teams of children ranging from YR to Y6. Within this sports day, children competed in a range of events focusing on throwing, catching, running, shooting, dribbling, skipping, balancing, jumping and accuracy skills linked to a range of sports which are in our curriculum.</p>	<p>The district has a strong PE partnership involving all schools. As a result, sporting competitions are organized for a wide range of sports such as boys and girls football, netball, hockey, rugby, dance, badminton, athletics, cricket and rounders.</p> <p>PE lead will introduce sporting competitions in house and develop this area so that all staff know when intra sporting events will take place throughout the year.</p>
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