



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:
<ul style="list-style-type: none"> <i>More children participating in after school clubs.</i> <i>Children representing the school in more extra-curricular tournaments.</i> <i>A greater variety of sporting opportunities offered.</i> <i>A wider experience of CPD for staff in perceived areas for development.</i> <i>Enrichment of curriculum with activities from outside agencies.</i> <i>High quality lunchtime activities led by adults enrich and supplement curricular and extra-curricular clubs.</i> <i>Teachers more confident and know how to use hall equipment following CPD.</i> <i>More pupil lead lunchtime clubs that increase participation in sporting activities.</i> 	<ul style="list-style-type: none"> <i>More visitors booked to awe and inspire children.</i> <i>Clubs that can extend the experiences of the more able athletes.</i> <i>Fully inclusive clubs that cater for children with disabilities.</i> <i>Further improve and develop the teacher's delivery and confidence in the teaching in all areas of PE.</i> <i>Engage more of the less active individuals.</i> <i>Provide children that are non-swimmers at the end of KS2 an opportunity to have extra swimming lessons before they go to secondary school.</i>

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.	79% 58/73 Year 6 children
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79% 58/73 Year 6 children
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	64% 47/73 Year 6 children

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/ <u>No</u> Planned for Summer 2019
---	---

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: £22,930	Date Updated: March 2019	
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:
				88%
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"> Higher quality PE lessons from teachers that are motivated and have adopted good teaching practices. Premier Sports (outside agency) lunchtime club offers targeted children the opportunity to participate in extra sports activities. Sports Leaders coached to deliver lunchtime clubs. Greater variety in curricular and extra-curricular activities that cater for all. Better resourcing of PE equipment. 	<ul style="list-style-type: none"> CPD from The Weald Sports Partnership (WSP) in areas for curriculum development. Observing good practices from outside agencies Target children identified and participating in lunchtime or extra-curricular clubs. Identify dates with WSP. 'Roll out date' agreed with sports leaders. Premier Sports to offer fencing and archery to the learning opportunities. Teachers to identify what learning resources they need and Sports Subject Leader to purchase if in need. 	<p>WSP £3422 Crawley T £6270 Kicks dance £3755 Premier Sport (PS) £4000</p> <p>SCS £823</p> <p>WSP provision</p> <p>See above: PS</p> <p>Resources £2000</p>	<ul style="list-style-type: none"> Teachers using ideas learnt from CPD Improvements in the quality of sports teaching at BPS Less active in individuals engaging in lunchtime activities. Greater inclusion in sports participation New basketballs and footballs are available for KS1 and KS2 	<ul style="list-style-type: none"> Children attend sport specific courses Staff mentor colleagues to further develop teaching skills Sports clubs accessible for disabled athletes

		Total:£20270		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 11%
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"> Specific assemblies raise awareness of the children to events and clubs with reference to the school values. Outside speakers to inspire the children. Healthy living week. School Sports day Complete PE planning is designed to work towards the PESSPA Key indicators. 	<ul style="list-style-type: none"> Have a slot allocated for a specific termly PE assembly. Key speakers found and booked. A time slot (preferably Summer) booked. Budget allocated for resourcing. Make sure all plans are in place and dates are booked with The Weald to allow the helpers to attend. Buy and introduce the planning and help teachers use this to improve their teaching. 	<p>£200</p> <p>£2160</p> <p>Total: £2360</p>	<ul style="list-style-type: none"> Children are more enthused about upcoming events and the take-up of school clubs increases, Provide the children with positive role models and are aspirational. Give good cross curricular links with PSHCE and educate the children to make good health choices. Children are excited and looking forward to healthy competition. 	<ul style="list-style-type: none"> Regular sports based assemblies using sports leaders to deliver. Links to well-being initiatives and resilience projects Develop further opportunities for inter-house competition in the school year

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:
INSET booked for areas of need identified by teachers: <ul style="list-style-type: none"> Using the hall equipment. Gymnastics Dance Invasion games Introduce new and improved teaching ideas that better cater for the needs of both children and staff in PE lessons. Introduction of better teaching resources providing better skills progression between key stages. 	<ul style="list-style-type: none"> Instruction as to how to use and safely put away the wall bars. Use of wall bars and resources for gymnastics lessons. Buy and familiarise staff with the new scheme and show how it can be used to further improve the teaching of Physical Education at Billingshurst. 	Included in WSP provision	<ul style="list-style-type: none"> Teachers feel more confident in delivering high quality PE lessons resulting in higher quality learning for pupils. Lessons are improved and teachers are more confident in the teaching of PE lessons. 	<ul style="list-style-type: none"> PE staff leaders to coach all staff to develop practice further Dance CPD
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: <ul style="list-style-type: none"> Broader experience of different sports by listening to outside speakers. Outside agencies to enrich the curriculum by offering specialist sports such as fencing and archery. 	<ul style="list-style-type: none"> Find new and exciting speakers that motivate the children into trying new things. Regularly change what outside agencies deliver and offer. 	See above costings: See above costings: PS	<ul style="list-style-type: none"> Children have a broader experience of sports and activities. Children have more experience of different sports. 	<ul style="list-style-type: none"> Make some new links with sports men and women from para and non-para sports world

<ul style="list-style-type: none"> • Provide coaching in dance across the school • Inter house competitions run by the sports leaders. 	<ul style="list-style-type: none"> ○ Kicks dance workshops provided over one and a half terms to every year group. ○ Coaching from WSP 	See above costings: Kicks Dance	<ul style="list-style-type: none"> • Teachers observe good practice in the teaching of dance. • More children participate in physical education. 	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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"> • Attending the vast majority if not all of the sports tournaments hosted locally. • Attend some area (Horsham) sports festivals and fixtures. • Arrange some friendly fixtures to allow children that are not in Year 5 and 6 to experience competitive sport. 	<ul style="list-style-type: none"> ○ Put planned fixtures in the diary/planner. ○ Pick some sports that are not being offered in the locality. ○ Contact local schools to arrange friendly fixtures. 	Transport contingency £300	<ul style="list-style-type: none"> • More children attending competitive sports fixtures. • Different abilities and year groups attending competitive sports fixtures. 	<ul style="list-style-type: none"> • School to host a festival to include other schools.