

## Evidencing the Impact of Primary PE and Sport Premium -Guidance & Template-

Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), 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 and the effect it has had on pupils' PE and sport participation and attainment.

Revised September 2017



Schools must include the following:

- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

**OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.



## HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

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 premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

**SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE**

Guidance on the primary PE and sport premium can be found at [gov.uk](http://gov.uk).  
Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: Parkland Primary School

Academic: 2017-2018

|  |     |
|--|-----|
| In previous years, have you completed a self-review of PE, physical activity and school sport?                     | Yes |
| Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? | Yes |
| Is PE, physical activity and sport, reflective of your school development plan?                                    | Yes |
| Are your PE and sport premium spend and priorities included on your school website?                                | Yes |

**SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.**

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

| Swimming and Water Safety  | %    |
|--|------|
| • What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?                    | 55%  |
| • What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?              | 37 % |
| • What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?  | 71 % |
| • 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   |

**SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2016/ 2017**

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

| Key priorities to date:  | Key achievements/What worked well:   | Key Learning/What will change next year:  |
|--|--|---|
| <p><b>INCREASED PARTICIPATION/ INCREASED COMPETITIVE OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>- Increasing the number of pupils taking part in extracurricular activities</li> <li>- Increasing the percentage of pupils taking part in competitive sport (including PP and SEND pupils)</li> </ul> <p><b>CONTINUED PROFESSIONAL DEVELOPMENT, AND ENSURING HIGH QUALITY PE LESSONS.</b></p> <ul style="list-style-type: none"> <li>- To ensure all PE teaching is good or</li> </ul> | <ul style="list-style-type: none"> <li>- Increased numbers of pupils taking part in clubs (KS1 54%, KS2 70%). Children’s interests taken into account to offer a varied range of sports. Clubs/activities offered every day after school and during lunchtimes. More PP children and less active pupils engaged in targeted clubs e.g. Change for life, Mini-GALs, Big Moves. (in KS1, 30% of the total children taking part in after school clubs were PP, in KS2, 34% of the total children taking part in after school clubs were PP.)</li> <li>- More B and C teams entered into competitions which has helped to increase participation (see competition calendar). School Games Gold Mark achieved (see criteria) More inclusive competitions entered to engage SEND pupils. (gym, multi-skills, athletics, inclusive festivals)- See twitter feed for evidence</li> <li>- Team kits supplied for competitions</li> <li>- Observations with SLT good/outstanding. Team teaching</li> </ul> | <ul style="list-style-type: none"> <li>- To continue to offer a range of extra-curricular activities. <b>Next year to:</b> continue to work alongside sports ambassadors/apprentice to offer a wider range of lunchtime clubs. To target specific groups of children (PP/less active) to continue to raise participation levels.</li> <li>- Continue to take part in LSLSSP/School games competitions and local leagues. <b>Next year to:</b> enter more C teams into competitions to raise participation levels.</li> <li>- Higher quality PE lessons being taught. Staff more confident in some areas of PE.</li> </ul> |

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| <p>outstanding</p> <ul style="list-style-type: none"> <li>- To improve staff CPD/Subject knowledge</li> </ul> <p><b>KICK STARTING HEALTHY ACTIVE LIFESTYLES AND INCREASED PHYSICAL ACTIVITY</b></p> <ul style="list-style-type: none"> <li>-School Marathon Challenge 2017 trialled with KS2 classes.</li> <li>-GB athlete visit to promote health and fitness- fitness workshops</li> <li>- Spare kits purchased and provided for targeted pupils (PP) to help engage them in school sport</li> </ul> | <p>opportunities with specialist coaches.</p> <ul style="list-style-type: none"> <li>- Team teaching opportunities with specialist coaches. DSAT PE Meetings/moderation/skill sharing workshops. CPD courses attended (swimming, inclusion/behaviour)</li> <li>- Children engaged in marathon challenge as part of PE lessons. Awards given at different stages.</li> </ul> | <p><b>Next year to:</b> Focus on use of assessment in PE/moderating with non-specialist staff. Develop staff confidence in differentiation and planning. Staff to attend a range of CPD courses as well as team teaching opportunities within school/DSAT.</p> <ul style="list-style-type: none"> <li>- To continue to use inspirational professional athletes to engage and motivate pupils. To continue with the Marathon challenge. <b>Next year to:</b> Role out the marathon challenge to all pupils in KS2. To work alongside the healthy school coordinator to develop more opportunities within the curriculum for children to learn about healthy lifestyles/eating.</li> </ul> |
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**Vision:** ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

**Objective:** To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

### **SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR**

**Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.**

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop-down menu in column A.

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

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| Academic Year:<br><b>2017/2018</b>   |  | <b>Total fund allocated:<br/>£20,450</b>  |   |                |  |   |                            |
| <b>A</b>   | <b>B</b>   | <b>C</b>  | <b>D</b>  | <b>E</b>       | <b>F</b>   | <b>G</b>  | <b>H</b>                   |
| PE and Sport Premium Key Outcome Indicator   | School Focus/<br>planned <b>Impact on pupils</b>   | Actions to Achieve  | Planned Funding   | Actual Funding | Evidence   | Actual Impact (following Review) <i>on pupils</i> | Sustainability/ Next Steps |
| 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | Provide opportunities for pupils to experience a range of sports through after school clubs<br><br>To provide opportunities within the school day for pupils to be physically active<br><br>Develop pupil leadership in PE | At least 2 sports clubs provided every day as well as external clubs/coaches to deliver clubs for targeted groups of pupils<br><br>Continue play leaders support at lunchtimes, meet pupils & arrange groups- working alongside sports apprentice<br><br>Role out the 'school marathon challenge' to all KS2 pupils | LSLSSP affiliation £900 (change for life, mini GALs)<br><br>LSLSSP affiliation £900- Includes training opportunities and conference for sports ambassadors- Sports apprentice employment. |                | More clubs offered to pupils in both Key Stages. Clubs running regularly.<br><br>Increased participation figures in clubs – evidenced in registers.<br><br>Play leaders organising and leading activities on the play grounds. |   |                            |

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|  |  |  | £2.50 per child -<br>£750<br><br>(resources/awards) |  |  |  |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | Increase motivation of pupils in PE & School Sport through visitors / events   | Arrange visit from professional GB athlete – fitness workshops for all pupils<br>Fundraising sponsored run/sport relief  | TBC- Money raised by pupils                         |  | Inspire pupils to participate in more physical activity – seen at lunchtimes and in after school clubs.<br>Pupils taking part in the activity and gaining support from home with fundraising.<br>Evidence seen in participation and amounts raised.  |  |
| 3. increased confidence, knowledge and skills of all staff in teaching PE and sport                  | Improve quality of teaching & learning in PE for non-specialist teachers<br><br>Develop staff confidence in assessment of PE | Ensure sports coach supports support teachers with planning and delivery. Sports apprentice to support in sessions to help support specific groups of children/provide interventions<br><br>To develop a range of moderation files to support the assessment of PE. To arrange workshops | Sports apprentice employment                        |  | All pupils making good progress within PE lessons.<br><br>Teachers more confident to plan stage appropriate activities for pupils and know how to differentiate these to meet learning needs for all pupils.<br><br>Develop staff confidence in areas of PE through courses & training supported |  |

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|   | Develop staff confidence in areas of PE through courses & training   | <p>with sports coaches to explain how to use the PE assessment tool.</p> <p>Arrange opportunities for staff to attend CPD courses.</p>  | Courses and cover costs TBC                |  | <p>Disseminate pupil assessment sheets to support observation &amp; assessment.</p> <p>Arrange opportunities for staff to attend CPD courses.</p> <p>Assessment sheets being used to inform future planning of activities that match learning outcomes for all pupils.</p> <p>Staff knowledge and confidence increased. Staff planning and delivering effective PE lessons.</p> |  |  |
| 4. broader experience of a range of sports and activities offered to all pupils | <p>Alternative events/activities to raise profile of sports/sporting events</p> <p>A range of clubs offered during lunchtimes and afterschool for all pupils</p> | <p>Arrange for alternative sports coaches/activities</p> <ul style="list-style-type: none"> <li>- Climbing wall (PP focus)</li> <li>- Archery (PP focus)</li> <li>- Mini GALs- Cheerleading</li> <li>- Fencing</li> </ul> | TBC (get quotes for climbing wall/archery) |  | Pupils engaged in a variety of alternative sports – giving children opportunities to try new sports within school– emphasis on engaging less active and PP children   |  |  |

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|   |   | Club timetable – opportunities for KS1 and KS2 pupils  | - Sport coaches paid to run afterschool clubs – costs TBC                         |  |  |  |  |
| 5. increased participation in competitive sport | Competitions- To continue to enter: <ul style="list-style-type: none"> <li>- School games competitions (LSLSSP)</li> <li>- DSAT competitions</li> <li>- Local leagues</li> <li>- Inclusive competitions and events</li> </ul> | Affiliate to LSLSSP- Online entries<br><br>To enter more B and teams to increase participation.<br><br>Pay for travel costs to competitions – Buses/taxis<br><br>To host Gym competition and pay towards venues and trophies | LSLSSP affiliation £900<br><br>Travel costs TBC<br><br>Venue and Trophy costs TBC |  | Attend and organise some competitions- evidenced in participation numbers and registers. (see twitter/school website for competition updates/results)<br><br>Increased participation through entering more B and C teams<br><br>Pay for travel costs to competitions |  |  |

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Date: 11/09/2017

Review Date: 11/09/2018

