



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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 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 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>Begun increasing physical activity levels through structured play during break and lunch times.</p> <p>Use of sports equipment at breaks and lunchtimes as a tool to aid behavior management.</p> <p>Extra sports days used as a reward for good behavior</p> <p>Updated PE schemes of work through collaborative work with specialist coaches (Athletics & street dance)</p> <p>Accessed a wide range of school games events/intra school games.</p> <p>Provided a range of activities in the curriculum and in extracurricular clubs (Judo and boys hockey.)</p> <p>Purchase of new equipment to deliver new activities in 2018/19.</p> <p>Purchase of new equipment to raise the quality of lessons and clubs.</p> <p>Begun to target and provide extra provision of the least active.</p>	<p>Continue to increase physical activity levels of ALL pupils, working towards the 30-minute target, exploring opportunities during curriculum time.</p> <p>Continue to target the least active pupils for intervention (movement group/pedometer challenge)</p> <p>Continue to develop structured play during break and lunch times.</p> <p>Access more SPIN events/festivals, providing opportunities for more pupils to access school games events.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>%</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/No

*Schools may wish to provide this information in April, just before the publication deadline.

Pupils do not take part in swimming activities at Scissett Middle. They complete the swimming program at first school

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: £17.960	Date Updated:18/07/19		
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: 40%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to develop structured play activities during break and lunch times to increase activity levels.	-Develop basketball area on the year 7 yard -Employ Apprentice ETA/Sports leader -upskilling play leaders to facilitate play (SSCO) -purchase play equipment	£7000 £259.80	The large majority of pupils take part in active play during break and lunch times, activities include basketball, football, skipping, hand-eye coordination activities -50 pupils trained as sports leaders and rotated to facilitate structured play and sports events.	New sports leaders to be trained. Continue to replenish equipment.
Explore opportunities to increase activity levels during curriculum time (wake up shake up, go noodle, daily mile etc)	-research resources designed to increase activity levels -share resources with SLT/staff via teach meet.		Daily Mile offered during lunch time, take up variable.	Continue to research different activities to use within the curriculum. Continue to offer the daily mile.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				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:

<p>Celebrate sporting success (interschool and intra-school) in assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p>	<p>Present medals to inter-form winners. Share school team results in assemblies and through social media. Perform dance for senior citizens</p>		<p>Pupils share their sporting success with their peers during assembly and class time. Sporting successes shared on social media and via the newsletter. 40 pupils performed in a dance showcase for members of the community, many of which had never danced before outside curriculum PE.</p>	<p>Continue to celebrate and promote sporting success</p>
<p>Continue to develop structured break and lunch time play.</p>	<p>Identify popular activities Provide more equipment Upskill young leaders/UQT Purchase jackets so leaders can be easily identified. Identify pupils who would benefit from structured play during break and lunch times.</p>		<p>18 pupils consistently participate in supervised structured play during break and lunch times.</p>	<p>Part of member of staff, role and responsibilities.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. Staff will undertake afPE accredited courses and disseminate to other staff:	Identify staff areas for development including TA and UQT Source courses and venues Enroll on courses Establish dates cover will be required. Purchase SportsPlan as a resource to support NQT and UQT within the department	£375	New PE staff feel further supported and more confident when planning and delivering high quality PE.	New staff gain subject knowledge and confidence in delivering a range of physical activities.
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: Use additional staffing to provide more sports and activities Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. - Focus particularly on those pupils who do not take up additional PE and Sport opportunities.	Identify additional staff strengths and area of expertise Upskill staff if necessary Timetable new opportunities Broad and balanced PE curriculum Provide a range of extra-curricular opportunities Identify the most inactive pupils and intervene through attendance to the movement group/pedometer challenge etc		Eta ran Basketball club after school. Judo club continued to run (self-sustaining) Girls football club continued via the Wildcats. 13 pupils targeted to take part in the extra-curricular superstar's club after school. 20 pupils targeted to attend movement group lead by eta. -Sports clubs offered by PE staff -Tag Rugby -Cricket -Athletics	Continue to provide a opportunities, utilizing school, staff and external coaches.

			<p>75% of pupils regularly participated in intra school competitions run at lunch time throughout the year by PE staff. Competitions included</p> <ul style="list-style-type: none"> -football -table tennis -dodgeball -unihoc -basketball -netball <p>Shelley Pyramid SSCO program, awarded 'Centre of Excellence for removing barriers to participation in physical activity and school sport by Yorkshire Sport.</p>	
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