



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 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>Links with EPC Coaching Forest School Provision offered to all year groups Bronze School Games Mark awarded again. Increased participation in sporting events with 55 different children representing Baynards in various competitions and festivals. Variety of competitions entered to ensure children are exposed to a diverse range of sports. (Cross-country, archery, football, boccia, kurling, multiskills, athletics and squash) Continued link with SGO at Thurstable and the associated competitions. Involvement in local Sports group through our consortium of schools Increased participation in SEND sports events - Panathlon Swimming lessons offered to all years in our school swimming pool in the second half of Summer term.</p> | <p>Produce an assessment system for each unit of work. Achieving ‘Silver’ School Games Mark. Target clubs to PP children and to children in EY/KS1. Refresh and renew sports equipment.</p> |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
|---|-----------------------------------|
| 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? | % 60 |
| 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? | % 60 |
| 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? | % 20 |
| 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> |

| | | | | |
|--|---|--------------|---|--|
| <p>Deployment of specialist PE teachers</p> | <p>Observe and team-teach lessons to improve knowledge and skills of all staff.</p> | <p>£5500</p> | <p>Increase in confidence with staff teaching PE. Long term plan of sports taught throughout the school to ensure coverage.</p> | |
| <p>Complete assessment system in each class for each unit of work. Teachers and children to gain a better understanding of where they are and what they need to do to improve.</p> | <p>Spend time observing lessons and assessing skills in the unit of work. Give each teacher a skills progression map.</p> | <p>£0</p> | <p>Teachers to be able to discuss the skill level of children in PE. Children have a better understanding of what they need to do to improve.</p> | |

| Key indicator 3: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| Key Stage 2 football club | Organise with EPC. | £1000 | Engage as many children as possible. | |
| Key Stage 2 netball club | Letters to parents /Order new equipment – netball posts/balls/bibs. | £200 | Interview children on their experiences. | |
| Squash for all KS 2 pupils/Take part in the Roman Cup. | Letters to parents/Liaise with Off The Wall Squash company | £1400 | Pupil Voice about the Squash experience. Feedback from teachers, parents and children. | |
| Improve PE resources. | Improve quality and provision by replacing tired equipment and resources. Ensuring pupils are offered a balanced curriculum. | | | |
| Roller skating Club for year groups 2-6. | Check the quality of skates being used. Purchase spare skates in different sizes. | £300 | Increase in PP children attending clubs. | |
| Cricket Club for key stage 2 | Organise the cricket coach. Inform parents of the weekly cost. | | Uptake of club. | |
| Key indicator 4: Increased participation in competitive 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: |

| | | | | |
|---|---|---------------------------|--|---|
| Attend Year 3/4 football tournament. Attend Year 5/6 football tournaments. | Attend Consortium meetings. Organize teams for each event. | £40 | Years 1-6 to take part in the events. | |
| Attend the KS 2 athletics consortium sports. | Arrange transport to get to Colchester Garrison. | £20 | | |
| Take part in the Roman Cup Squash competition. 16 children in KS2. | | £100 | A team to enter from year 3 to 6. | |
| Increase the amount of sporting events accessible to pupils. Take part in archery, boccia/ kurling competitions. | Fee to remain in the consortium sports group. Fees for sports events run by SGO at Thurstable. | £100 £200 | Increase in the number of children representing Baynards. Number of competitions entered and completed. | |
| Key indicator 5: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | 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: |
| To increase the number of children in KS1 attending a sports club in the summer term. | Source an external provider to run an after-school club for EY/KS1. Contact EPC. | £300 | High level of engagement and high uptake. | |
| To increase the number of children taking part on sports activities. | Train play leaders to organize lunch time activities. Use Sports Captains. | £100 | Pupil perception Uptake | |