



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](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>1. Improved quality and time dedicated to PE by:</p> <ol style="list-style-type: none"> Each class still gets at least 2 hours of taught and structured PE per week. Each class has a whole afternoon dedicated to PE, either a swimming session or one with the PE specialists we employ. This has doubled from before the PE Funding. Now employing our own specialist PE teacher will enable us to grow for sustainability and be more flexible with our PE timetable New PE scheme of work has enabled better provision with more of a focus on skills. Training to support new PE specialist appointment is beginning and has yet to be embedded. However, more time is needed for this to fully embed. The most recent Governor monitoring revealed that all the children felt that there was sufficient time allocation to PE during the week and felt that the ongoing delivery of after-school sports clubs was a real benefit to them and the school <p>2. Increased the participation of PE, especially competitive games:</p> <ol style="list-style-type: none"> Adopted the Jungle Agility programme of increasing an active lifestyle in school and at home. Outcomes showed that all classes improved from their baseline scores with improvements in fitness and ability to tackle tasks. Detailed analysis is available: <ol style="list-style-type: none"> Merlins improvements in 94% of pupils Owls improvement in 86% of pupils Kestrels improvement in 81% of pupils Eagles improvement in 92% of pupils Take-up of after-school clubs and numbers of clubs has been maintained from the previous years with many more children now attending an after school sports club which has included: athletics, tennis, tag-rugby, running, football, rounders, Zumba and dance. <ol style="list-style-type: none"> From 2015/16, the take up rate has nearly doubled from 57 participants to 90 participants in 2017-18 for sporting after school clubs. A competitive sports program has been maintained, with a particular increase of younger children, including KS1 and lower KS2, competing in sporting competitions. NHS obesity measures show that Uplands matches or is better than obesity rates nationally. Parental survey results demonstrate that 98% of parents feel that the school is helping their child have a healthy lifestyle. However, a small minority of parents suggest that they would like more PE and sport in the curriculum which was a priority in the 2017-18 action plan. In the most recent Governor monitoring visit, the children said that they really enjoy competitions with other schools and are proud to represent Uplands. In particular, the children felt they need to improve the quality of bibs and strips in competitive matches, the children felt proud of wearing new kits and playing in competitive events. <p>3. Improved the CPD opportunities for teachers by:</p> <ol style="list-style-type: none"> PE specialist teacher has attended PE conference on best practice and CPD to embed new PE scheme of work <p>4. Evidence from governor survey shows that pupils' attitudes to learning on PE:</p>	<ul style="list-style-type: none"> • Continue to use the PE funding to: <ul style="list-style-type: none"> ○ Continue to raise the profile of PE and increase regular physical activity: <ul style="list-style-type: none"> ▪ Ensure children get at least 2 hours of PE a week per class, ▪ Help support parents at home so that pupils keep fit. ○ Embed the new PE scheme of work so that it supports pupils' fitness and well-being. ○ Increase the skills and confidence of all staff in the teaching of PE and sport ○ Continue to offer the wide range of sporting and PE opportunities across the school. <ul style="list-style-type: none"> ▪ Include after school clubs and Sports Leaders ○ Maintain and increase participation of pupils in competitive sports.

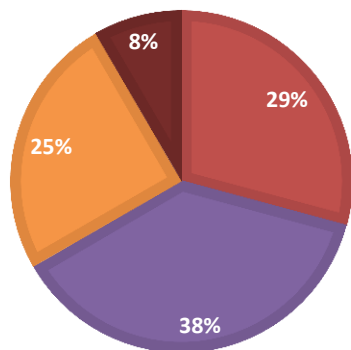
Do you enjoy P.E. at school?

Overall increase in the % of students who always enjoy P.E.

No children in the summer term answered that they Never enjoyed P.E.

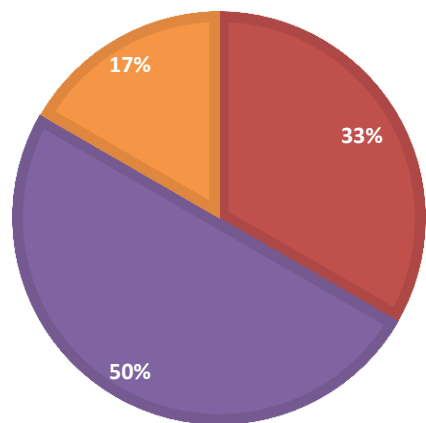
DO YOU ENJOY P.E. IN SCHOOL? (AUTUMN)

Always Most of the time Sometimes Never



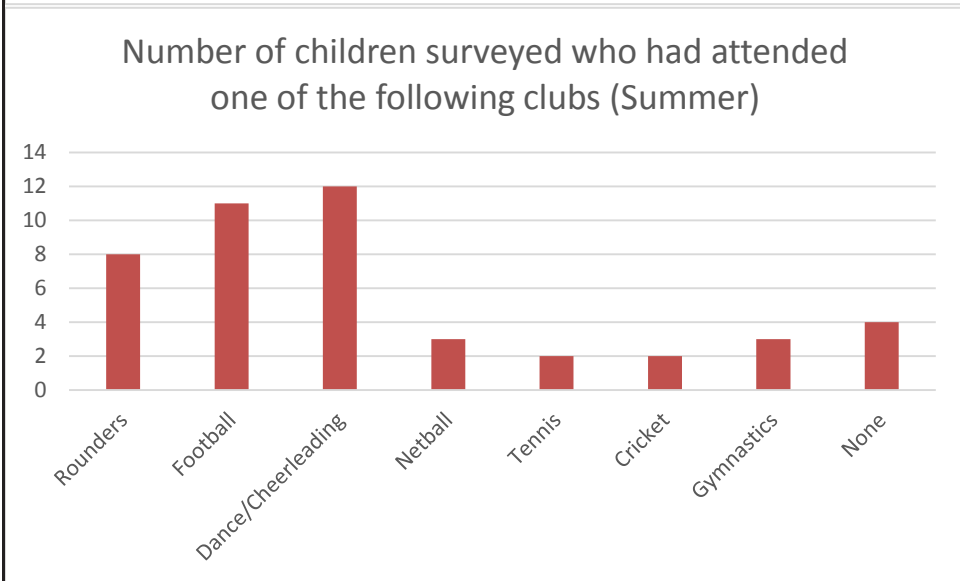
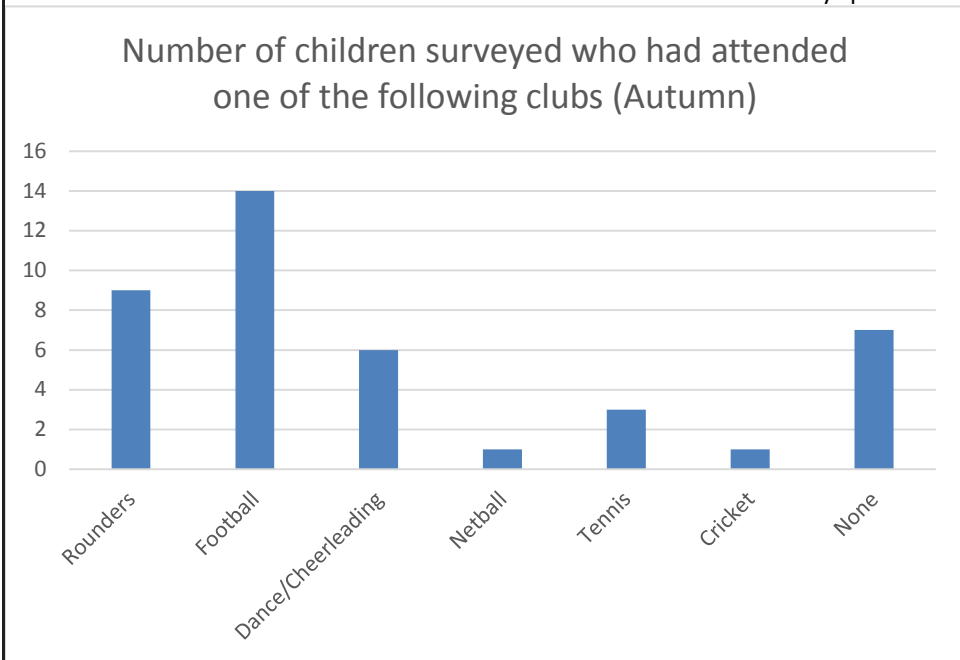
DO YOU ENJOY P.E. IN SCHOOL? (SUMMER)

Always Most of the time Sometimes Never



Have you been to any of the school sports clubs after school?

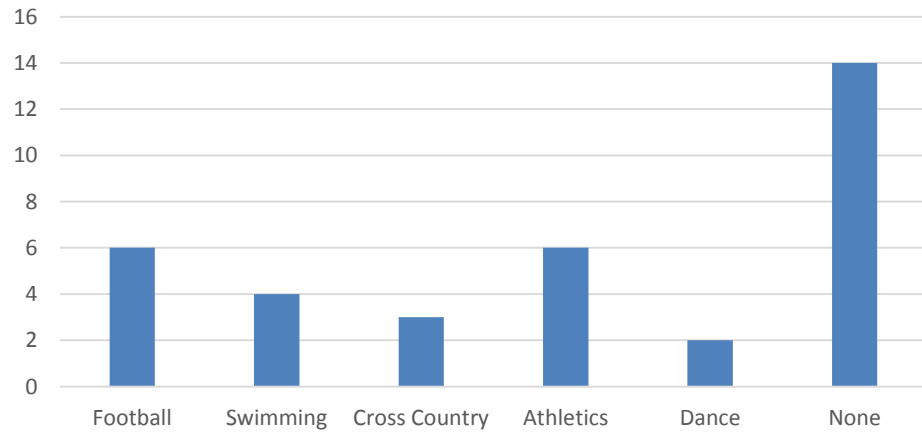
Results showed an increase in clubs available (gymnastics), and the number of overall places in clubs being take. Also showed a reduction in the number of children who hadn't attended any sports clubs.



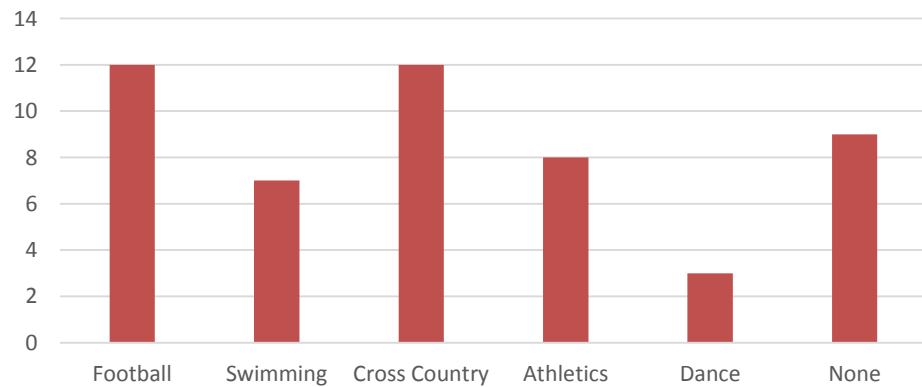
Have you taken part in any sport competitions?

Results show that more children are taking parts in competitions. These results ideally need to be analysed in conjunction with information on all the competitions the school entered and how well the students did.

Number of children surveyed who had attended the following competitions (Autumn)



Number of children surveyed who had attended the following competitions (Summer)



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?	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	33%
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

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: £16,920		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity					Percentage of total allocation: 62%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Embed the Jungle Agility programme for another year to encourage fitness and well-being at home and school	Launch Jungle Agility again for new academic year. Ensure weekly tasks are sent out with parents Undertake agility skills baseline through Fortius. Follow up with final assessments and impact measures.	£500	Higher percentage of pupils achieve improved Jungle Agility outcomes from 2017-18 as a baseline. Parent survey shows that over 95% of parents think the school supports pupils to be healthy and keep fit	Continue to work closely with pupils and parents to increase the number of pupils who are active at home and outside of school.	
Fund PE and sporting specialists to teach PE so that each pupil gets at least 2 hours of taught PE a week, in addition to extra sporting and fitness programmes	Ensure PE sessions are timetabled and time allocated each week.	£7000	PE is delivered each week and children get over 2 hours of PE per week, and additional sporting sessions.		
Fund swimming to ensure all disadvantaged pupils (including those in receipt of PP and those who do not qualify) can meet the end of KS2 requirements for swimming in the National Curriculum.	Identify pupils who are unable or unwilling to pay for swimming. Pay additional shortfall as a result of increases in charges ST to begin with Sports Leaders programme	£1000	At least 80% of pupils can swim 25m, 40% can swim using a range of strokes and 25% of pupils can perform self-rescue. Sports Leaders are in place and organizing sporting activities		
Develop the Sports Leaders programme so that the Y5-6s can run PE and sporting sessions at lunch and breaktimes	Year 5-6 children to be trained and use programme with the children at playtimes and lunchtimes Sports Leaders decide and buy new resprices they need to run the programme.	£2000	Pupils engage and participate in more sport and activities at breaktimes and lunchtimes New resources are used in the playtimes		

			<p><i>Wider Impact:</i></p> <ul style="list-style-type: none"> • More pupils active and take part in PE lessons without stopping for a rest. • Standards achieved at the end of KS attainment to be 90% or better • Attitudes to PE and sport are improved from Governor survey 	
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>8%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Celebration assembly(ies) are used to celebrate and encourage the participation of wider sporting pursuits, and to encourage all pupils to aspire to being involved in sport</p> <p>Ensure that gymnastic and athletics equipment are suitable to carry out the new PE scheme of work.</p> <p>Use the weekly newsletter and online blogs to raise the profile of PE across the school</p>	<p>Achievements celebrated in assemblies, including match results, achievements in lessons and pupils' outside sporting achievements.</p> <p>Hold termly dance/gymnastic assemblies involving pupils from across all classes</p> <p>Ensure equipment is suitable and audit poor PE and gymnastic equipment. Purchase new equipment as needed.</p>	<p>£1100</p>	<p>All pupils at some points in the year have the opportunity to take part or be involved in assemblies</p> <p>Parents have attended assemblies</p> <p>Newsletters and blogs have information and celebrations of sporting success.</p> <p><i>Wider Impact:</i></p> <ul style="list-style-type: none"> • Pupils are proud to be involved in assemblies and on the blog which impacts on improvements in self-esteem and confidence. • Increased self-esteem/confidence are having an impact on learning across the school. 	<p>Profile of the school amongst the wider community and in local press is widened and parents new to the area and school recognize the school's achievements And sporting successes.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Upskill our employed PE specialist to improve progress and achievement of PE across the school. One HLTA to undertake a PE sporting qualification	Identify local centres who run courses Establish dates to get cover required Ensure that time is provided for school based working.	£1500	Better knowledge of specific areas of the curriculum, including PE <i>Wider impact:</i> <ul style="list-style-type: none"> Pupils really enjoy PE and high percentage of attainment in PE at the end of each key stage 	While the funding continues, at least one HLTA will attend a suitable course to gain a qualification in teaching PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in sport and PE	Undertake all opportunities that is offered through the Stroud Sports partnerships Arrange for a pupils survey through the governors to ascertain the impact Involve external coaches and parents to work with clubs and staff in clubs	£2500	All staff take part in after school clubs, with the inclusion of at least one TA. New clubs on offer of a sporting nature across the year. Pupil survey to show evidence of improving picture with pupil participation <i>Wider Impact:</i> <ul style="list-style-type: none"> Behaviour improves at breaktimes and lunchtimes as a result of more PE and sporting opportunities at playtimes Over 90% of pupils achieve the expected standards in PE at the end of each key stage from internal assessments 	Staff have better confidence to get involved in sporting activities and putting on extracurricular sporting clubs External 'experts' are needed less as staffs' confidence with teaching of a wide range of PE improves

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to introduce a wide range of competitive sports identified from the Stroud Sports partnership activities	<p>JK to identify termly sporting opportunities with other schools via the Stroud Sports Association</p> <p>Arrange for teams to be chosen and letters sent, alongside transport arranged</p> <p>Attend events and support children</p>	£1000	<p>More competitive sporting events since baseline inn 2016-17 and 2017-18</p> <p><i>Wider Impact:</i> More girls keep to take part in football tournaments and competitions</p> <p>Staff and parents comment on the ethos of pupils taking part and winning more competitive competitions</p>	Members of staff to gain experience of a wide range of