

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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 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:
<p>All children participate in curriculum-based PE for at least 1 hour per week KS2 2 hours per week Sports leaders offer group activities to younger children this will help to promote and develop planning, organizing and leadership skills. Sports council to represent pupil opinions, discuss and plan and organize (promote pupil voice) Since 2014 Sacred Heart have achieved the Sainsbury Bronze Kite award 2014-2015 Silver Kite Award 2015-16 Silver Kite Award 2016-17 Gold Kite Award 2017-2018 See criteria https://www.yourschoolgames.com</p>	<p>Increase opportunities for leadership skills for all children across the school within the curriculum-based lesson. Provide further opportunity to progress within the role of leadership. Promote and utilise individual skill. Sports ambassador to work alongside sports coach from Summer term in curriculum-based session. Planning sessions for sports leaders Continue to establish and promote sports school council in KS2 to continue to represent, discuss, organize and voice opinions. Sporting Intervention groups to target a range of pupil needs (LA, MA, PP, SEN) Introduce year 5 to expectations and requirements of the role of sports council, sports leaders, playground pals (shadow year 6) Continue to encourage and provide opportunities for LA pupils. Increase opportunities for KS1</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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>%92</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>%85</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%85
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: £17,795	Date Updated:11/05/19		
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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to offer breakfast club and encourage more pupils to attend school earlier/ attend activities</p> <p>Increase knowledge of health-related issues. Nutritional knowledge. Benefits of exercise</p> <p>Offer a range of sport and activity competitive / non-competitive.</p> <p>Monitor and ensure delivery of sports and physical activity shows a clear progression of skills.</p> <p>Promote positive attitudes and encourage being active.</p> <p>Understanding of how sporting discipline</p> <p>Self-control and will power should be used in all aspects of life.</p>	<p>TA's and breakfast club staff to promote Healthy eating Nutritional information/ Develop knowledge of staying healthy</p> <p>Understanding of sporting values</p> <p>Respect achievement of others</p> <p>Proud of own achievements</p> <p>Develop skills at an appropriate level</p> <p>Learn to challenge themselves /set targets (personal best) Healthy eating/ nutrition Relationships, teamwork</p> <p>Curriculum based learning Sessions</p> <p>Extra curriculum sessions offered to mixed year groups weekly</p> <p>By internal/ external coaches</p> <p>Encourage attendance through positive attitude, remove barriers e.g. confidence.</p> <p>Sports leaders Outside agencies in school Staff to attend CPD training</p>	<p>PE Primary Passport £400</p> <p>Gymnastics Coaching £216</p> <p>Cheerleading £100</p> <p>Lacrosse £125</p> <p>Rugby £650 (Year 3,5,6)</p> <p>Extra curriculum- (£600))</p> <p>Football/Girls football- £168.00</p> <p>Hurdles £50</p> <p>Benches £780</p>	<p>Promote through a varied sporting Curriculum timetable. 2 hours per week of Curriculum P.E Following government guidelines</p> <p>NC targets/ extra curriculum clubs and activities lead by qualified, skilled coaches. Introduce new and varied activities to cater for vast range of interests, talents and abilities through school. (membership of RBSGP)</p> <p>Sports council to establish interests and demand for sporting areas (pupil voice-surveys, discussion, request box)</p> <p>Use of School games guidance, resources and logos</p> <p>Use of Primary PE Passport targeted through PP / Vulnerable pupils in year sic have an increased sense of pride, self-belief and achievement.</p> <p>There is very good evidence of this</p>	<p>Ongoing monitoring and evaluation</p> <p>Meeting, discuss new ideas</p> <p>Coaches: £ 3,718 % of total allocation</p> <p>Resources: £4,586 % of total allocation</p>

		<p>Springboard/mats £1338.25</p> <p>Outside target walls with nets. £893.00(20%)</p> <p>Training Clothes / sport equipment £125.00</p>	<p>in the KS2 behaviour file which demonstrates a significant reduction in incidents.</p> <p>Reflect on behaviour/ concentration in other areas of the curriculum Promote knowledge of wellbeing/ healthy lifestyle and importance of being active. Progression evident in assessment and observations</p> <p>The sporting Values outlined by the Sainsbury's Kite Award Criteria are reiterated by all sports coaches / leaders internal and external and the evidence of this can be seen in how the children respond to their sports leader peer both within lesson times and during lunch time / break.</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</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>To promote a sense of pride and wellbeing in the children Encourage and develop confidence in all pupils To display information on the school website Provide opportunities for all children to excel in a range of sporting, physical activities Celebrate success as a whole school Opportunities for children to discuss, represent peers voice opinions, ideas Involvement of other members of staff not just the school Sports coach , Increased active learning (use of Daily Mile, Active 30 mins) Improving concentration, focus and behaviour.</p>	<p>Sports board Assemblies, Newsletters, School Facebook social media (Keep parents,carers up to date with achievement, participation) Intervention groups Sports council Attending course CPD Staff meetings Inservice – Daily Mile Active 30 minutes</p>	<p>Trophies £200 Advertising – local paper – displays- Courses provided by RBSGP -£50</p>	<p>Pride (visible in discussion, attitudes throughout the school. Interest from the wider community Share achievement Feedback from children, parents, carers Notes from meetings Attitudes</p>	<p>Feedback from parents/carers/pupils Evaluate</p>
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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:
<p>Include a range of sporting sessions, activities to be deliver by a variety of specialist staff attended by in house staff</p> <p>To provide a range of learning opportunities, topics that interest and encourage staff participation. Coaching leadership opportunities for children</p>	<p>CPD courses offered to staff Opportunity to work alongside specialist sports coaches Participate in workshops</p> <p>Work alongside sports coach Take part in playground pals challenge Work with peers to plan and deliver activities to other children Sports ambassadors to develop leadership skill on a regular basis</p>	<p>Specialist coaches Handball Lacrosse Girls football Tennis Hornets Rugby RBSGP courses E.g. Quidditch tournament Cricket Bikeability</p>	<p>Progression evident in assessment Utilises staff skills, talent and specialisms Pupils experience and benefit from a range of teaching styles, skills and approaches. Whole staff positive approach/ attitude towards the development and impact of a healthy, active school</p>	<p>Discuss with staff/ feedback In-services Questionnaire</p>
Key indicator 4: 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:
<p>Additional achievements: To provide a range of learning opportunities, topics that interest and encourage ALL pupils' participation.</p> <p>RBSGP to be part of a partnership that provides a large range of competitive, non-competitive opportunities and festivals To visit/invite other local schools to take part in sporting events e.g. comps, festivals, taster session.</p>	<p>Follow NC targets Include all areas of topics outlined within the NC Provide a range of extra curriculum opportunities at different ability, age levels. (accessible to all) Specialist coaches Handball, Girls football, Lacrosse, Hornets Rugby Tennis, cricket RBSGP course Bikeability Opportunities for SEN Gifted and Talented A,B and C teams</p>	<p>RBSGP £750</p>	<p>Children develop and progress skills in a wide range of areas. Increased confidence Greater uptake of competitive activities.</p>	<p>School Kite award criteria Primary PE passport award % pupil participation</p>

Provide equipment, resources				
Increase the range of outside recourses allowing pupils choice and a greater range of opportunity to be active and explore sporting equipment.				
Key indicator 5: 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:
RBSGP to be part of a partnership that provides a large range of competitive, non-competitive opportunities. Emotional wellbeing Encourage more children to take part in sport Introduce new sports or activities to develop and ensure progressions. Increase intra school competition; sense of pride, team representation	Kit Attend competitions/festivals Extra curriculum clubs Dinnertime activities Compete in local league fixtures e.g. basketball Intra school competition Sports leaders to plan, record (year groups A, B, C, S.E.N teams) Share and celebrate experiences and achievements (within and outside of the school environment e.g. clubs attended etc) Promote / advertise/ establish links with outside clubs.	RBSGP Transport	Understanding of sporting values Knowledge of rules and requirements Learning to win and lose appropriately. Displaying team skills. Achieving personal best. Pride in representing the school. Experience of working with, competing against children from other schools, different cultures and backgrounds Knowledge and established links within the local community schools, clubs.	Evaluate progression. Interviews, discussions and questionnaires. School council/leaders Explore the possibility of new sporting opportunities