## Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool Revised December 2017

Commissioned by **Department for Education** 

**Created by** 



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 <u>gov.uk</u> 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 <u>Ofsted Schools Inspection Framework</u>, inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively <u>governors</u> hold them to account for this.

Schools are required to <u>publish</u> <u>details</u> 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 <u>HERE</u>. 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:
<ul> <li>all children receive at least 2 hours quality PE each week</li> <li>participation in Bohunt inter-schools competitions/tournaments (for KS2)</li> <li>participation in new Bordon Schools inter-school PE leaders' group</li> <li>termly outdoor/adventurous activities for each class in the forest</li> <li>after-school clubs for KS1 and 2 in different sports plus dance club</li> <li>PE specialist taught Y2-6 for two terms to build on skills and impart subject knowledge</li> </ul>	<ul> <li>teacher knowledge/skills, especially in dance</li> <li>more opportunities for competitive sports/competitions for all children</li> <li>increase physical activity incorporated in daily lives, not just in sport</li> <li>Healthy Schools award audited and applied for</li> <li>better knowledge of the PE our children do outside of school as well as in</li> <li>increase take up of after school clubs in KS2 particularly</li> </ul>

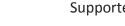
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	56%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	56%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	44%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2019/20	Total fund allocated: £17 410	Date Updated: Sep 2019		
<b>Key indicator 1:</b> The engagement of <u>all</u> pup primary school children undertake at least	Percentage of total allocation: 13% (£2350)			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Y Provide 2 hours weekly high quality PE for all children	quality and to address areas to	lead release time £800 equipment	KS2– change sports each half term KS1– dance, gym, games KS2 builds on basic skills taught at KS1, incorporating into full sports, tactics and team skills.	Previous PE lead (with KS1 and dance specialty) due to return from Maternity leave. Give opportunities for her to coach other teachers and monitor quality of lessons.
Y Provide at least 1 hour extra-curricular PE time for Y1-6	based club offered each week. - Additional equipment to expand range of sports taught -Link KS2 clubs to Mill Chase competitions	£250 supply for PE leader release time £300 equipment £200 equipment	Range of extra-curricular options offered. Teachers target those who don't normally take part. Clubs adjusted if uptake is low. Linking to competitions should encourage more children to take part, and increase range of sports offered.	Current PE lead now not class based so able to deliver more opportunities. Working with local Table Tennis Club to run events / clubs will help with community relationships and get children active outside school.
<ul> <li>Ŷ Analyse children's physical activity both in &amp; out of school in order to have evidence-based strategy to increase participation.</li> </ul>	-Questionnaires to parents/children re participation in physical activity outside of school. -Monitor club attendance & participation in sports festivals. -Information collated to identify groups/individuals to target.	certificates	Ongoing. Children identified as not taking part in much physical activity will be targeted. Outside swimming activity will also be recorded and taken into account.	Difficulties in engaging families. Transport issues if the children are bussed to and from school or have siblings which would mean multiple trips to school after attending clubs.







<ul> <li>Y Celebrate Walk to School Week to increase number of pupils who walk/scoot/bike to school.</li> <li>Y Happy Feet Week (as above)</li> </ul>	Establish Walking Bus from Church Hall car park to school for the week. Staff & parents to accompany.	certificates, display work	e	Need to get newer families on board. Potential new transport system of minibus rather than public bus could mean those children could be dropped at the church and could join in.
Y Introduce physical activity to support concentration & learning behaviours.	Daily Run: embedded in KS2. Introduce to KS1 and implement a wet-weather classroom-based alternative.		and much more willing to run. Sending children to Secondary School with an understanding of their own limits and how to safely	Mill Chase still reporting issues with children not knowing where their stamina limit really is (giving up too easily). Fitness levels still reported as being low. Think about increasing distance run.

Key indicator 2: The profile of PE and spor	Percentage of total allocation:			
				2.5% (£430)
School focus with clarity on intended	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested
impact on pupils:				next steps:
Y Dedicated PE News Board in entrance	-Photos frames to display photos and	£50 frames,	In place in main corridor by	
to celebrate participation in festivals to	information of physical activities	printing, laminating	office; updated as festivals	
make achievements visible to all	undertaken within the school.		occur. Children engaged and	
children, visitors and parents.			enthusiastic about seeing	
			upcoming events and clubs.	
Y Publicise participation in festivals,	-Celebrate in Celebration Assemblies,	£30 certificates	Now taking part in Mill	Opportunity to take part in
tournaments and school PE events to	in newsletter and on			additional coaching sessions in
make PE profile visible to the wider	Facebook/Website.			weeks prior to competitions
community.		linked to	communication with parents,	(parents pay but we could
-		tournaments	better events therefore better	subsidise) in future years.
		£150 transport costs	development of skills. Rise	Analyse for children who don't
		for targeted children	in competitive level as more	take part and look for ways to
		who cannot	schools taking part and more	involve them (festivals instead
		otherwise attend	emphasis on schools	of tournaments or new sports).
		events	competing over a series of	
			events.	





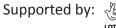
Key indicator 3: Increased confidence, k	nowledge and skills of all staff in tead	ching PE and sport		Percentage of total allocation:
				14% (2450)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Y Share & promote in-house expertise to increase knowledge & skills of teachers/HLTAs.	lessons, jointly plan & team-teach. -PE lead to train as per findings of monitoring.	£500 over time/ release time for PE leader & PE lead teachers release time £150 course costs	Increase of skills, both dance and sport. Increase of teacher confidence.	Dance shows to parents? Older children teaching younger?
'Y' All staff to accompany/lead groups participating in KS2 Mill Chase tournaments in order to develop knowledge of competitive games.	1 1	day each in total, and 2 PE leads to coach.	More children experiencing competitive sport as well as skills-based festivals. Staff aware of key skills in each sport and teaching accordingly.	
Y KS1 inter-school Bordon tournaments	PE lead to organise, with hope other local schools will attend and host future events	£800 release PE lead from class, certificates, equipment	Experience of competitive sport begins earlier; children confident in taking part and in both winning and losing.	Only one event ran last year due to PE lead on maternity. Was very successful and other schools talked about running more events but never happened. Consider running all of the events at ours in future.





Key indicator 4: Broader experience of a	range of sports and activities offered to	o all pupils		Percentage of total allocation:
				59% (10,200)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul> <li>Y Continue to offer Outdoor Adventurous Activities for all children (minimum of 3 sessions per term)</li> </ul>	-Employ forest practitioner x1 morning a week. -Employ 1 TA x1 morning a week -Purchase waterproofs, rope, tools etc as needed – including new awnings and long-term structures	£5000	Children's confidence levels with practical tools and outdoor, physical skills increased. Whole school approach to outdoor education opportunities developed.	Continual cost of new equipment and improved areas. Potential of permanent spiritual outdoor structure may give even more opportunities for further outdoor experiences.
	promote/lead games. -Playground leader team in place to lead games with younger children. Purchase tabbards, badges, laminated signs.	£280 £150 £500	Children's abilities as young play leaders are developed, which in turn develop their own understanding of physical abilities and actual skill levels. More children targeted to be active at lunchtime, in a variety of ways.	Training received for MSAs in March 2018 and for children in 2019. Will need updating regularly. Captains in place this year as well as for leaders to improve social communication and leadership skills.
Y Yoga lessons/club established, with parental involvement for continued practice/activity at home.	children to have 6 week course & parents involved	£300 TA cover £700	RW/BH delivering to targeted children, improving mental health, physical agility and overall health.	Begin with parents invited to sessions and then spread to whole families with intention of continuing at home.
Y Bikability for Y5/6 to promote healthy travel & give the children the means to cycle safely.		£250 TA cover, certificates,	Autumn 2019, 45% took part. Level 2 100%	No longer available now to children who cannot already ride bike at a basic level. Consider how to target those children.







Key indicator 5: Increased participation i	n competitive sport			Percentage of total allocation:
				11% (£1980)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Y KS2 to participate in inter-school competitions through Mill Chase partnership.	out risk assessments, attend regular	£300 release time to attend meetings and organise events.	offered. Teachers target those children who haven't taken part before. Now taking part in Mill Chase Sporting competitions instead of Bohunt. Better communication with parents,	Opportunity to take part in additional coaching sessions in weeks prior to competitions (parents pay but we could subsidise) in future years. Analyse for children who don't take part and look for ways to involve them (festivals instead of tournaments or new sports).
<ul><li>Y Y1- Y6 to participate in inter-school competitions with the Bordon Partnership</li></ul>	meetings/run or attend events	PE lead needs time to run events during	sport begins earlier; children confident in taking part and in both winning and losing.	Only one event ran last year due to PE lead on maternity. Was very successful and other schools talked about running more events but never happened. Consider running all of the events at ours in future.
Y Whole school to participate in Race for Life to promote the importance of being healthy and how we can support others through sport.	0 $1$		more money, run further and are more enthusiastic. Overall stamina levels	Secondary Schools still reporting low stamina and general fitness levels in children. Consider running such races more often or introducing

			active.	'bleep test' style races to upper KS2.
Y Annual inter-house sports day to develop individual competition	-PE lead to plan the competitions and MCA leaders to support running it & collating scores/results -Family/friends invites to support/encourage	£80 stickers & certificates	experiences from field to track events. Whole morning of events builds skills,	Continue to develop. Introduction of 'inclusive'
	score) and team activities for all children. -Scores collated with overall team	£50 stickers & certificates	abilities. Gives all children experience in new sports and raises empathy and	equipment makes it difficult to have the full range of



