



Evidencing the Impact of Primary PE & Sport Premium

Guidance & Template



association for
PE and Sport



EVIDENCING THE IMPACT OF PRIMARY PE AND SPORT PREMIUM

-GUIDANCE & TEMPLATE-

DEPARTMENT FOR EDUCATION VISION FOR THE PRIMARY PE AND SPORT PREMIUM

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

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The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

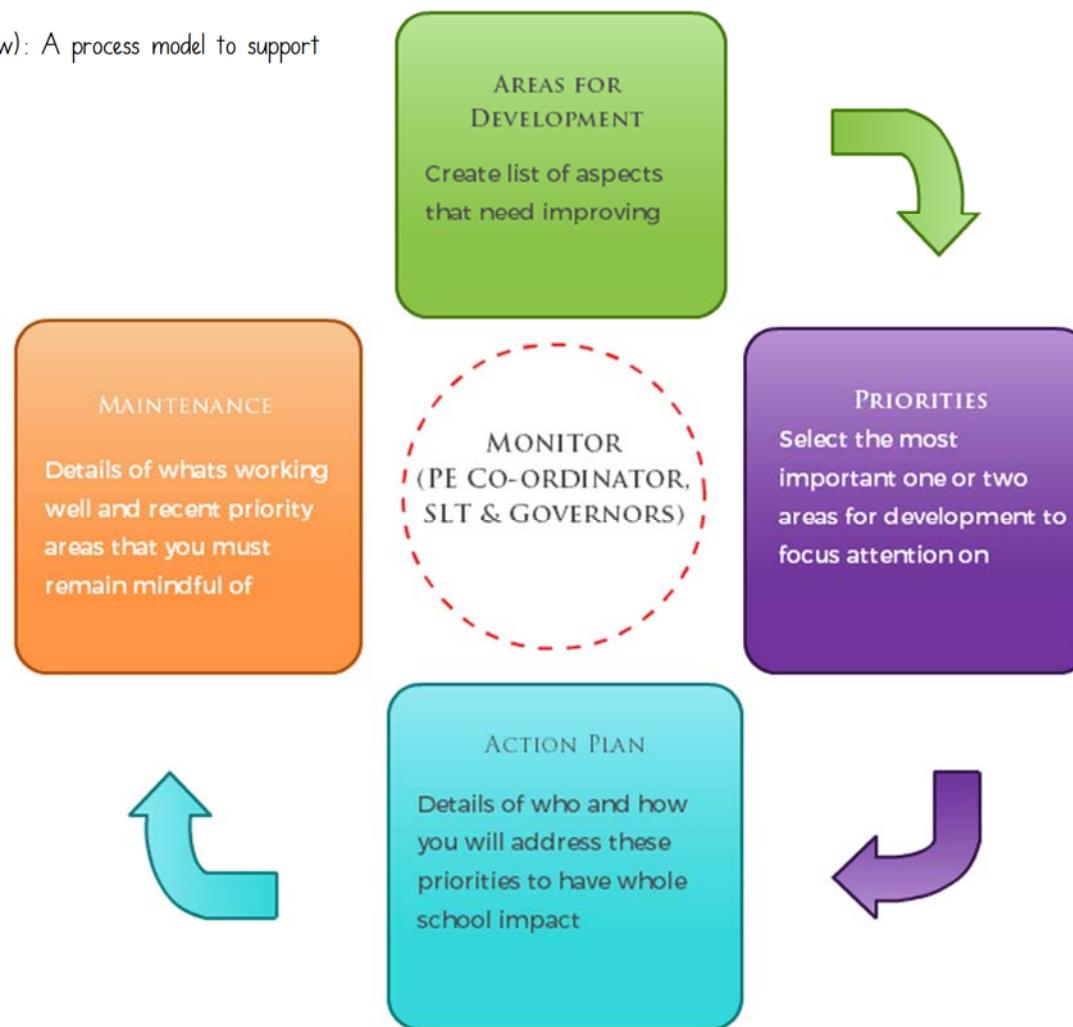
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible. We recommend that you upload the following **template** to your website to serve that purpose.

Primary Physical Education and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

Please see Figure 1 (below): A process model to support your thinking:



DEPARTMENT FOR EDUCATION GUIDANCE ON HOW TO USE THE PRIMARY PE AND SPORT

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 premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements – these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

SECTION 1 – EVALUATION OF IMPACT/LEARNING TO

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|--|-----|
| In previous years, have you completed a self-review of PE, physical activity and school sport? | Yes |
| Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? | Yes |
| Is PE, physical activity and sport, reflective of your school development plan? | Yes |
| Are your PE and sport premium spend and priorities included on your school website? | Yes |

What proportion of children took up additional clubs within the school day and afterschool?

Class	2015-2016	Impact
KS1 Balance Bike Dance Circus skills Trampling Football Cricket	92%	<ol style="list-style-type: none"> 1. Number of children attending clubs has increased by 50% 2. The impact for targeted groups in KS1 has been we have seen that children are more physically active for longer periods. 3. Children's engagement in sports has improved rapidly to show that children have enjoyed their learning. This has been evident in pupil questionnaires.
KS2 Change for Life Vigour boarding Gymnastics Dance Girls football Basketball Cricket Netball	93%	<ol style="list-style-type: none"> 1. Number of children entitled to pupil premium who attend extra-curricular clubs has increased to 70% 2. 86% of our pupils were involved in intra-school sports competitions during 2015-16. 3. Overall improvement in personal well-being of pupils and participation with confidence.

Achievements 2015-2016	Impact 2015-2016
Gifted and talented signposted to contacts to ensure they continue with their sports journey.	Children moved to enter weekend and county groups for their particular sport.
Supported SEN children and individuals who were not as active.	Happier and more keen to take part in P.E.
GOLD award as clearly evidence inter-school competitions. Evidence of At St Philip's RC School participation in P.E.	Award clearly displays impact as St Philip's RC School given GOLD quality mark in sports. Competing daily with their own goals to lead healthier life styles. Celebrated with a sports day in February 2017.
Pupil premium invited to change 4 life	Case studies show impact as children more confident about themselves and the impact of healthy living.
Swimming extended to year 3 2016- 2017 to continue with lessons in Year 3 ready for Year 4 lessons.	30% swimming to 25 meters. All children becoming more confident with water safety. Swimming evidence as parents supporting children to improve their swimming technique and water safety.
All children (100%) from EYFS, KS1 and KS2 have taken part in a variety of intra-school sports competitions such as Sports day, Dodgeball, netball and football and PE days in St Philip's RC School.	More children taking part in more exercise at St Philip's RC School. Identified especially during play time and lunch time. Children recognize how to make their lives healthier by being more active.

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2015/ 2016

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date and priorities for the coming year:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year: 16/17
Develop Inclusive planning resources/Equipment and support teachers and in particular new staff.	Through twilights we shared resources that St Philips provide to support lessons. This is through use of equipment or ICT clips to support excellent progression in PE.	Staff more aware of resources and equipment. Next year considering PE cupboard to have a signing method to access equipment. This is to ensure equipment kept tidy and accessible for important lessons.
Continue to develop staff further with CPD. This is supported by Sandwell Leisure. Develop subject knowledge and confidence. Training through team teaching with professionally trained sports team.	Timetable clearly to develop PE and ensure that it will be sustainable. Subject lead working alongside staff to up-skill and improve confidence, this is identified through lesson monitoring and planning scrutiny. Staff already becoming more knowledgeable and increasing confidence to use a range of activities. This has a positive impact on the children's learning. Children are becoming more active for sustained periods. As a result of Sandwell Leisure Trust supporting teachers CPD, confidence of staff is growing. Enjoyment of PE lessons has impacted on school providing a wider variety of clubs. For example, change 4 life club that children requested through pupil voice.	Impact clearly identified in lessons and already becoming more sustainable. Staff much more confident. January 2017 change CPD support for staff that need more confidence to develop. Year 3 and 4 to share due to swimming beginning.
To provide swimming instruction across key stages	Targeted Year 2 September 2015 and continued provision for this class into Year 3- 2016-17. Children in the present year 3 are confident with water skills and water safety. 30% of children in year 3 are able to swim 25 metres confidently.	Gained the Sports mark gold July 2016. Look at future rewards St Philips can apply for.
Increase Competition opportunity for all children across the school.	Increase in participation of less active children in PE lessons and additional clubs. Raised profile for children and families on healthy living projects and incentives shared with children on achievement (golden ticket/passport stamps / ambassadors /healthy buddies' awards. Competitive sport has been an excellent way of instilling British Values such as respect, tolerance, and fair play at an early age. Using sport to inspire, enthuse and educate children at St Philip's RC School to collaborate and compete as part of a team	To raise the profile of parent participation for swimming lessons outside of school. Present Year 3 2016-17 to attend swimming lessons ready for year 4 where this happens each year. We aim to inspire all pupils to lead healthy active life styles. Continue to address targeted children who struggle with PE through their own personal needs, behaviour, Pupil Premium, SEN or less active through weight or lack of confidence. British values are always discussed giving each individual their right to be heard and part of a team.

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To achieve **self-sustaining improvement** in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils

SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and **plan next steps**

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or the space provided at the top of the template

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Academic Year: 2016/2017		Total fund allocated: £8900.00					
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact on pupils</u>	Actions to Achieve	Planned Funding check	Actual Funding	Evidence	Actual Impact (following Review) <u>on pupils</u>	Sustainability/ Next Steps
I. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	<ul style="list-style-type: none"> • Continue to increase participation in extra-curricular activity. (Healthy Active Lifestyles) This will be through Change 4 life. Invite parents to be more involved. • Continue healthy lifestyle priority through assembly awards celebrating achievement. E.g. Beat the street and competitions. • Continue with questionnaires to ensure children aware that they are very involved with healthier lifestyles at St Philip's R.C. School. • Swimming to be a focus from Key Stage 1 to Key Stage 2 to improve water skills. 	<ul style="list-style-type: none"> • Target families and particular children on concern to join. Participation e.g. least active. Pupil voice/School Council/sports council/sports ambassadors. • Children aware of goal posts to lead more active lives. • Results from questionnaires from pupils and parents addressed to ensure impact on change for life involvements. Children requested to choose activities weekly for their sessions. • To encourage more children to attend swimming lessons. Continue with water skills and awards for improvement in swimming. 	1500 estimate		<ul style="list-style-type: none"> • Case studies on individuals and a particular family or area. • Lesson monitoring. • Questionnaires. 		

3. increased confidence, knowledge and skills of all staff in teaching PE and sport	<ul style="list-style-type: none"> Continue with support from Sandwell Leisure – team teaching for teachers. Impact for children to identify competing with themselves and others. To be aware of their own goals. Train dinner ladies and LSP staff through course to improve PE activities with children. 	<ul style="list-style-type: none"> Internal CPD from subject lead External CPD opportunities Subject leader CPD Clear picture of children self-assessing. Children more active daily. 	4500 600		<ul style="list-style-type: none"> Lesson Observation CPD Record
4. broader experience of a range of sports and activities offered to all pupils	<ul style="list-style-type: none"> Continue with a range of new sports for children to experience. Continue to invite an Athlete visit to St Philip's School to given children ideas of new sports. Sports Day experiences to improve and introduce new sports. Continue with competitions. 	<ul style="list-style-type: none"> Pupil voice/Sport council to collect ideas. Target to introduce a different sport after feedback from children. Access new sports experiences. Able to compete in all sports. 	1900		<ul style="list-style-type: none"> Extracurricular Data Sheet Curriculum Long term plan
5. increased participation in competitive sport	<ul style="list-style-type: none"> Pupils are highly motivated to lead a healthy active lifestyle. Behaviour is excellent Profile of PE raised. Experience different types of competing through intra and inter sports. 	<ul style="list-style-type: none"> Attend Sainsbury School Game competitions Access competitive sport through local partnerships. Develop more awards after achieving the sports Gold in 2016. Keep up the legacy. 	400 Transport		<ul style="list-style-type: none"> Competition calendar and data sheet

Completed by: Mrs Hinton and Mrs M Evans

Date: 10/03/2017

Review Date: 04/09/2017



After every update, please remember to upload the latest version to your website.