

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: 17-18	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. The quality of Teaching, learning and Assessment for PE is beginning to improve. 2. A rich diet of extra-curricular clubs and activities colour pupils' daily experiences. Parents and pupils appreciate the range of opportunities provided. 3. Wavell Juniors has continued to build on the success of attending and organising Level 1 and 2 competitions 4. Wavell Juniors School has contributed to pupil's good health and fitness and their enjoyment of Physical Activities. 5. Through strong PE leadership and highly effective training, we have further increased teachers' confidence, expertise and technical knowledge in the teaching of PE. 6. Wavell Juniors has ?% of the Year 6 cohort from July 2018 who can swim at least 25 metres. 	<ol style="list-style-type: none"> 1. To ensure that all 100% of the Year 6 cohort can swim at least 25 metres at the end of 2017-2018. 2. To develop an effective assessment to measure attainment and progress of PE within school 3. To continue to provide a high quality and a wide range of extra-curricular sporting activities. 4. To further consolidate and develop teachers ability and confidence of all staff teaching of PE across the whole school. 5. To consider introducing a whole school daily physical activity

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?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	73.5% July 2018
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	38.8?%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	38.8?%
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

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pupils see PE and sport as an integral and automatic part of their lives at school and at home, becoming more physically active</p> <p>Inter-weave physical activity into other curriculum areas, not just PE lessons.</p>	<p>Enter more competitions – allowing for more children to be involved.</p> <p>Celebrate all achievements in Friday’s ‘Special Time’ assembly (including those from out of school sports).</p> <p>After School Clubs</p> <p>Develop school ‘Sports Council’ to organise and promote activities across the school</p> <p>Develop the teaching of the skills of resilience, communication, initiative, leadership and organisation - through PiXI Primary Edge – putting PE, sport and activity at the forefront of children’s minds</p> <p>Clear links between PE and other curriculum subjects – Maths of the Day.</p> <p>Develop school vision and philosophy linked to PE and Sport and the benefits of this. Involve children, parents and governors – working party.</p>	<p>£1000 (supply costs and travel)</p> <p>£60 (medals)</p> <p>£3000</p> <p>£600</p>	<p>Continue to participate in cluster competitive sports events.</p> <p>Increase participation in Richmond School sport events.</p> <p>Look into more trained mini-bus drivers to ensure children have access to all sporting events.</p> <p>FSA afternoons to ensure all children can represent their school in competitive events.</p> <p>Ensure that Sporting achievements are celebrated in celebration assembly.</p> <p>Ensure that any out of school sporting achievements are celebrated in school.</p> <p>Work with school ‘Sports Council’ to develop more active and engaging activities at playtimes and lunchtimes.</p> <p>Invest in Maths of the Day programme to develop active maths task</p>	

			Children run playtimes for children. Self-developing and fit for purpose.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				50%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop the teaching of PE across the school so that children are confident and competent learners. Staff to work with sports coaches, secondary teachers and PE specialist trainees to become up-skilled	Teacher confidence and skills survey to baseline and measure progress of actions. To disseminate AFPE best practice to guide teachers in teaching high quality lessons. Provide each class teacher with a laptop. For child and adult use to analyse their performance	£4000 (£1300 plus additional supply costs) £2643	Staff questionnaire to inform training needs for maximum pupil impact. afPE training to inform professional development. Database of evidence/development of progress. Children actively participate in their own development and coaching of others.	
Ensure staff are confident with the use of the schools PE assessment materials and can therefore plan and pitch lessons effectively knowing where children are at.	Staff meeting time to look at specific actions with the assessments and links to planning. To monitor PE lessons and planning and observe and share best practise.	£360 (Supply costs)		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide a range of activities which explore children's interests and give a variety of experiences.	Explore the possibility of adding to the extra-curricular programme – questionnaire for children. Explore the possibility of purchasing equipment to support Paralympic/disability sport in school – provide a range of activities.	£1000 (possible) £200	Assess the impact of after school clubs and its impact on pupils aspirations and experiences.	

<p>Continue to offer a wide range of activities both within and outside of the curriculum to get more children involved. Focus particularly on those who do not take up additional PE and Sport opportunities.</p> <p>Continue to develop our forest schools provision to ensure children have access to a broad range of outdoor opportunities and adventurous activities.</p>	<p>Pupil survey for focus children. Access additional time with after school sports coach for a specific club for children to attend.</p> <p>Continue to provide transport by leasing school minibus</p> <p>Purchase new resources to ensure effective provision.</p>	<p>£5000</p> <p>£700</p>		
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p>0%</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>Engage more children in sport by providing opportunities regardless of their abilities.</p> <p>Increase the desire of children to compete for school – become competitive at events with the greater aim of being successful</p>	<p>Continue to be part of the Swaledale Cluster to increase opportunities for participation in competitive sport.</p> <p>Enter more competitions – allowing for more children to be involved.</p> <p>Enter more ‘B’ teams into competitions.</p> <p>Run ‘B’ and ‘C’ team competitions at our school for others to attend.</p> <p>Access other opportunities when available.</p> <p>Greater training and emphasis on tactics, increase the link to resilience and teamwork and develop individual</p>		<p>Use of FSA (Friendly Sport Activity) days to encourage participation for all pupils in inter-school competitive sport.</p>	

	skills so that school can be successful			
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