



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

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 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:
<ul style="list-style-type: none"> • Part of cluster sports network with local schools ensuring that over their time at school, every child will take part in competitive sport. • High quality PE being provided by teachers and coaches within school. • A good range of sports introduced outside of school hours or through field trips in KS2, including sailing, kayaking, climbing, fencing and archery. • Healthy living and active lifestyles work introduced to further develop our creative curriculum. • Improved mental health, well-being and behaviour through the use of yoga, initially as part of a clinical trial with a view to rolling it out across school under the direction of a specialist teacher. 	<ul style="list-style-type: none"> • Further improve CPD opportunities for all staff so that PE delivery is improved and sustained. • Further develop inter school competitive opportunities for pupils. • Further develop in-school sports activities and the roles of sports leaders. • Roll out yoga programme across school under guidance of specialist teacher.

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	%88
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%75
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%75
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?	Yes to ensure our swimming pool is maintained and operating to the maximum efficiency.

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: £16,409	Date Updated: 25.03.19		
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: 43%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increase opportunities for outdoor learning and for developing gross motor skills across school Increase opportunities for participating in a wider range of physical activities for KS1 	<ul style="list-style-type: none"> Install outside gym equipment which can be used before and after school as well as during the school day. Premier Sport Stay Active lunchtime club to attract less active girls to do physical exercise. Run Golden Mile 	<p>£6950 (Identified Project carried forward and paid in this year but not contributing to this year's spend £5716 carried forward from previous year to pay towards this amount)</p> <p>£1520</p> <p>£150</p>	<ul style="list-style-type: none"> Brilliant success. A range of children are always using the equipment (including little pre-schoolers under adult supervision both before and after school). Increasing social development too as children mix with a range of different people whilst completing activities on the equipment. 100% of children liked the new addition to the playground. Lunchtime clubs have between 15-33% of the whole school take part on set days Golden mile has been less successful this year as it has been squeezed out of the curriculum to enable different initiatives to take hold. 	<ul style="list-style-type: none"> Gym equipment needs regular cleaning to keep standing areas safe to use. Build into caretakers job description. Continue lunchtime provision to encourage physical activity Build regular times into day to run Golden mile if we believe it to be viable going forwards

<ul style="list-style-type: none"> Promote active learning through use of indoor bikes. These can be used during reading sessions or more generally at tables to help all children with their level of focus but in particular with ADHD children in mind as well as improving overall physical fitness. 	<ul style="list-style-type: none"> Early Years Classroom adapted with an indoor focus to improve physical activity using indoor bikes. 	<p>£134.95</p>	<ul style="list-style-type: none"> Indoor bikes have improved focus during reading sessions, engagement with the texts, noise levels within the classroom and mental health benefits as children are in a better state of mind when they have completed their turn. 	<ul style="list-style-type: none"> Indoor bike use to be rolled out to KS2 due to such positive impact on learning behaviours and helping stay active (particularly for ADHD children)
<ul style="list-style-type: none"> Develop and maintain the school swimming pool and surrounding area. 	<ul style="list-style-type: none"> Bed swimming pool for winter and open up for summer lessons, including cleaning and maintenance of pool. 	<p>£415.81</p>	<ul style="list-style-type: none"> Swimming pool continues to provide the school with best value for money as the maintenance is carried out efficiently. School saves money on paying for buses and time taken to transport children to or from nearest local swimming pools located in Great Yarmouth or Norwich. Plus ALL children from YR to Y6 go swimming on a regular basis during the summer term. 	<ul style="list-style-type: none"> Ensure regular maintenance checks continue to avoid swimming pool being out of action for any sustained period of time.
<ul style="list-style-type: none"> Improve delivery of gymnastics across school. 	<ul style="list-style-type: none"> Purchase new PE benches. 	<p>£923</p>	<ul style="list-style-type: none"> Benches provide safer and more robust ability to carry out gymnastics moves. 	
<ul style="list-style-type: none"> Improve playtimes and PE teaching 	<ul style="list-style-type: none"> Purchase two new football goals. 	<p>£162</p>	<ul style="list-style-type: none"> Stop disputes during games of football, improve facilities and help with learning. 	

<ul style="list-style-type: none"> Promote more yoga in school to support mental health and mindfulness and concentration in class. Target children with ASD, ADHD and social and emotional mental health issues. Improve mental health and mindfulness and concentration in class across the whole school 	<ul style="list-style-type: none"> Purchase additional Yoga Mats in readiness to roll out to whole school after completion of a clinical trial into the benefits of yoga in schools. Specialist Yoga teacher to deliver 3 sessions a week for 14 weeks covering the whole school. 	<p>Yoga Mats £103.92</p> <p>Contribution to Yoga Project £166.66</p> <p>£2240</p>	<ul style="list-style-type: none"> Still awaiting official clinical trial results of Yoga initiative. However, in school effect has had a profound effect on children with ASD and social communication disorders. Harder to gauge the impact on children with other issues as this is part of a longer term plan to enable children to have tools in their toolbox in which to take care of themselves – improve their mindfulness. Collate results/evaluate input following the yoga sessions 	<ul style="list-style-type: none"> As the school has a higher than average number of children with additional needs, build in qualified yoga teaching time to both support the children and develop the teachers skills in delivering sustainable yoga going forwards. Evaluate total evidence of clinical trial and extended summer term sessions on behavioural impact and attitudes to learning throughout school. Decide on whether to continue for whole school, specific groups of identified children or not at all once project has been fully evaluated.
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Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				42%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop leadership/coaching roles for KS2 pupils Develop website, newsletter, social media and displays Professional Sports Coach leading and upskilling teachers Improve knowledge of healthy lifestyles, knowing how to actively stay fit and healthy. Improve mental health and resilience amongst pupils to enable them to improve self-esteem and confidence in order to stay fit and healthy, leading to improved learning and life chances. 	<ul style="list-style-type: none"> Sports leaders/Playground buddies/Lunchtime helpers to be introduced Delegate the responsibility for updating the website Regularly update the website with information about school sports and lifestyle Premier to provide healthy living/lifestyles teaching as well as high quality PE coaching 	£6840	<ul style="list-style-type: none"> Need to build in regular reminder time to ensure children continue their roles consistently. More manageable responsibilities with delegating website updates Improved recording of sports competitions school has taken part in. Teachers work collaboratively with the premier staff and have access to lesson plans and pupil curricular judgement to support reporting and measuring the impact. The provision targets all areas of the 5 key indicators for the sports premium guidance and gives our pupils access to a provision that would not be possible without premier's expertise 	<ul style="list-style-type: none"> Designated pupil roles Designated staff responsibilities (website, social media, displays, sports champion) Designated governor for sports and PE Grant (MJ) to pass on responsibilities to newly elected governor Community and local press Self and peer assessment Teachers able to use the portal with greater confidence

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Embed assessment of PE to inform planning for individuals, groups and whole school improvement. • Increase staff training opportunities. • Improved understanding of techniques that can be employed in school to improve mindfulness in children, focus in lessons, general behaviour and other desirable outcomes. 	<ul style="list-style-type: none"> • Undertake assessment training with Premier coaches. • Attend joint INSET yoga training with two other schools as an initial taster of what yoga can offer. • School specific yoga training 	<p>N/A – built into Premier contract (see above)</p> <p>£160</p>	<ul style="list-style-type: none"> • Staff are better informed about pupil curricular judgements to support reporting and measuring the impact of PE. • Staff are upskilled in knowing how to support children’s mental health and mindfulness using yoga techniques in a range of ways. 	<ul style="list-style-type: none"> • Continue support and using AfL principles, improve targeted support of children to push all on instead of just those not making expected progress. • Evaluate total evidence of clinical trial and extended summer term sessions on behavioural impact and attitudes to learning throughout school. Decide on whether to continue for whole school, specific groups of identified children or not at all once project has been fully evaluated.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
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:</p> <ul style="list-style-type: none"> • Provide taster sessions for children to have a broader experience of a range of sports and physical experiences • To contribute with the Acle Schools Cluster to employ an experienced Schools Sports Partnership coordinator, who can offer training and support to our school, specialist PE teachers and support staff to ensure consistently good and better PE lessons for all pupils • Rugby coaching in place, in preparation for cluster rugby tournament – KS2 • To develop a high quality dance event involving all cluster schools To generate additional in school competitive opportunities for pupils 	<ul style="list-style-type: none"> • Yoga • Zumba • Cheerleading • Dodgeball • Active Curriculum Days – for example, Pirate day hunting for treasure • KS2 to perform at the Open Venue in Norwich • Additional Dance performance anyone from school can take part in at Flegg High School 	£1400	<ul style="list-style-type: none"> • Some of the trial Yoga group have been doing yoga/mindfulness exercises at home in conjunction with parents/families • Strong uptake in sporting experiences • 100% positive feedback on curriculum days from children 	<ul style="list-style-type: none"> • School wishes to build on successful trial pilot and provide yoga across the school to help children with a range of additional needs. Also promoting healthy lifestyles for those without additional needs.

		<p>Bus hire £87.50</p>	<p>taking part. Some good individual performances were recorded with 3 children being placed in the top 10 of their age groups. We also recorded our first ever win in one of the categories, a sure sign in our minds that the Golden Mile Challenge is promoting healthy lifestyles and increased physical ability. 2017 Position: 6th 2018 Position: 5th</p> <ul style="list-style-type: none"> • At the Acle Cluster High 5 Netball and Basketball Tournament, 12 Year 5/6 children represented the School, with both the netball and basketball teams being very competitive in every match. For such a small school we performed fantastically well. 2017 Basketball position: 6th, 2018 Basketball position: =2nd 2017 Netball: 2nd 2018 Netball: 4th • Key Stage 2 children competed in the Acle Cluster Tag Rugby Tournament and performed very creditably against much larger schools. The Y3/4 team struggled against much larger competition losing all but 	
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		<p>Taxi hire £42</p> <p>Taxi hire £40</p>	<p>one of their games. Y3/4 2018 position: 5th 2019 position: 6th Y5/6 team position 2018: 7th 2019 position: 5th</p> <ul style="list-style-type: none"> February 2019 – 6 pupils from Year R to Y2 took part in the Cluster KS1 Multi-skills. It was always going to be hard to replicate the best ever haul of individual medals with a bronze, silver and gold medal from 2018 but we still came a creditable 5th on the day overall. March 2019 – A team of 7 Key Stage 1 footballers attended the Cluster KS1 football skills tournament. 2018 position: 7th, 2019 position: 6th 	
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Reedham Primary School is committed to offering pupils experiences within health and wellbeing, performing arts and competitive sport to help raise the profile of sport across our school. Every child within the school has access to high quality sports teaching which enriches the pupils’ curriculum. This broad offer engages all children in a variety of activities through the year and allows our teachers to work alongside qualified professionals to deliver high quality lessons.