

# 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](http://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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <ul style="list-style-type: none"> <li>• Subject Leader (Louise Chase) completed her afPE Level 5 accredited course that had taken place from April 2017 to December 2018. in order to up-skill her own knowledge and understanding so she can confidently lead the subject and improve subject awareness amongst all staff, thus increasing their knowledge and confidence.</li> <li>• Broad range of additional curriculum activities will shortly be in place, following a review of the PE Curriculum. (Educational visits e.g. Patterdale Hall, Chill Factore, Borwick Hall, Outdoor Elements) Each child will have at least one PE focussed educational visit a year. (Some classes have two)</li> <li>• External Sports Coaches (e.g. Judo, Hula Hooping, Gymnastics, Skipping) come in periodically to add further breadth to the curriculum and develop staff knowledge and understanding, whilst also promoting different physical activities.</li> <li>• Following investment in storage facilities (April 2019), playtime activity has improved enormously, with well over half the children engaging in sporting play, led in part by the Sports focussed welfare assistant now employed and through the trained Play Leaders (supported by the local Sports Partnership).</li> <li>• Investment in staffing via CPD (Fundamentals INSET, Orienteering Course, Level 5 course completion and a recently started apprenticeship for one TA (with another due to start April 2020)</li> <li>• Wide involvement within the local Sports Partnership, including intra/inter-school events (Level 1 and Level 2) such as Football, Cricket, Netball, Quadkids, Athletics, swimming and inclusion events</li> <li>• Commitment in place from the SLT and Governors to promote physical activity.</li> <li>• In a typical week, each class completes two hours of P.E. whether this be through formal lessons, or through shorter activities (e.g. Wake and Shake)</li> <li>• Swimming outcomes are strong, with top-up swimming arrangements in place for those unlikely to meet expected levels.</li> <li>• P.E. wherever possible is inclusive for all. (e.g. Adaption of activities for SEN)</li> <li>• An annual Sports' Day takes place, involving both team and individual activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Limited space within the school highly restricts the range of extra-curricular activities. Whilst there are a good range of activities available in the warmer months (inc Football, Cricket, Athletics, Rounders, Netball, these can't easily take place in the cooler months. Access to year-round sporting activity needs to be developed further.</li> <li>• Participation in external (i.e. evening/weekend) clubs is exceptionally poor across the school. Just 11% of children regularly attend external clubs. (Survey Jan 19) This reduced children's access to high quality coaching and physical activity outside of the school day.</li> <li>• Attendance at extra-curricular clubs is improving, but remains below what would be hoped/expected. This again reduces children's experiences of sport and physical activity.</li> <li>• Swimming currently only takes place within Year 5. Research shows that the earlier children start swimming lessons, the more likely children are to succeed. We are therefore looking to change the arrangements for school swimming, so that children go in Years 3, 4 and 5.</li> <li>• Whilst assessment systems are in place, these need to be tightened up further to provide a more accurate picture of children's development needs. Monitoring of teaching also needs further development</li> <li>• Additional Targeted activities need to be implemented for children who are obese and/or inactive/disengaged from sport.</li> <li>• Investigation of Quality Mark</li> </ul> |

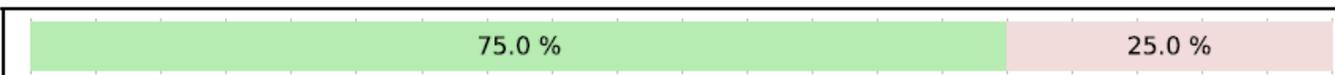
Meeting national curriculum requirements for swimming and water safety

Please complete all of the below:

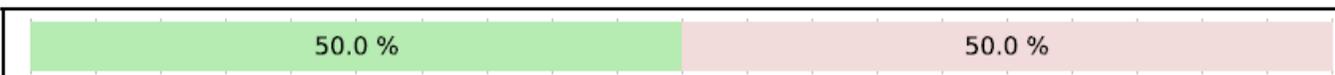
Data is from the 2018/2019 academic year.

| DfE Awards                                                                                    | YES %  | Pupils | NO %   | Pupils |
|-----------------------------------------------------------------------------------------------|--------|--------|--------|--------|
| DfE1 Can swim competently, confidently and proficiently over a distance of at least 25 metres | 75.0 % | 21     | 25.0 % | 7      |
| DfE2 Can use a range of strokes effectively (two from: backstroke, front crawl, breaststroke) | 50.0 % | 14     | 50.0 % | 14     |
| DfE3 Can perform safe self-rescue in different water-based situations                         | 96.4 % | 27     | 3.6 %  | 1      |

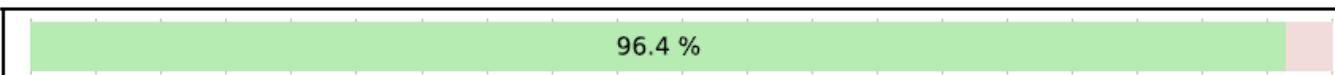
DfE1 Can swim competently, confidently and proficiently over a distance of at least 25 metres



DfE2 Can use a range of strokes effectively (two from: backstroke, front crawl, breaststroke)



DfE3 Can perform safe self-rescue in different water-based situations



| South Ribble Leisure Swim Framework | Pass % | Pupils |
|-------------------------------------|--------|--------|
| STAGE 0 (KS2 Non-swimmer: default)  | 14.3 % | 4      |
| STAGE 1 (KS2 Beginner)              | 3.6 %  | 1      |
| STAGE 2 (KS2 Improver)              | 10.7 % | 3      |
| STAGE 3 (KS2 Competent)             | 21.4 % | 6      |
| STAGE 4 (KS2 Proficient)            | 21.4 % | 6      |
| STAGE 5 (KS2 Distance 1)            | 7.1 %  | 2      |
| STAGE 6 (KS2 Distance 2)            | 21.4 % | 6      |

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 – Capacity issues at South Ribble Leisure Centres currently precludes this.  
For the 19/20 year, school have restructured lessons, so that three different year groups go for a term each. Therefore, children who do not meet the standards can attend with other year groups, thereby tackling the issue.

## 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.

### 2019/20 ACADEMIC YEAR

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                       |                                        |
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| <b>Academic Year:</b> 2019/20                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                           | <b>Total fund allocated:</b> £17,890<br>(Approx £3,000 added to this from central funds for this year) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date Updated:</b> 28 <sup>th</sup> June 2019                                                                                                                                                                                                                                                                                       |                                        |
| <b>Key indicator 1:</b> 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:<br>30% |
| <b>School focus with clarity on intended impact on pupils:</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Actions to achieve:</b>                                                                                                                                                                                                                                                                                                                                                | <b>Funding allocated:</b>                                                                              | <b>Evidence and impact:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Sustainability and suggested next steps:</b>                                                                                                                                                                                                                                                                                       |                                        |
| <ul style="list-style-type: none"> <li>To invest in facilities to improve the quality and quantity of physical activity at playtimes, making physical activity the norm for our children at playtimes.</li> <li>To increase the enjoyment of physical activity for children.</li> <li>To increase the quantity of physical activity within the school day (outside of P.E. lessons) to meet and exceed the guidelines set by the Chief Medical Officer</li> </ul> | <ul style="list-style-type: none"> <li>Employ sports focussed welfare assistant to increase lunchtime participation in sporting/physical activity</li> <li>Invest in storage facilities and new equipment to facilitate playtime play</li> <li>Introduce more physical activity within the 'normal' school day. E.g. Wake Up/Shake Up or Practical Maths games</li> </ul> | <p>£2,500</p> <p>£3,500</p> <p>£100 for resources</p>                                                  | <ul style="list-style-type: none"> <li>Use of a P.E. focussed Welfare assistant has greatly increased children's participation within sport at lunchtimes already, (and indirectly at other playtimes). More children are getting involved and for longer through a well timetabled list of activities.</li> <li>Pupil Interviews suggest that children are enjoying lunchtimes more and feel less bored.</li> <li>Lunchtime behaviour has improved significantly.</li> </ul> | <ul style="list-style-type: none"> <li>Maintain staffing levels and further build upon what has started by use of the apprenticeship TA. (Currently being trained)</li> <li>Provide the appropriate CPD (through an apprenticeship) for the Welfare Assistant)</li> <li>Target disengaged pupils with directed activities.</li> </ul> |                                        |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                       | Percentage of total allocation:<br>10% |
| <b>School focus with clarity on intended impact on pupils:</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Actions to achieve:</b>                                                                                                                                                                                                                                                                                                                                                | <b>Funding allocated:</b>                                                                              | <b>Evidence and impact:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Sustainability and suggested next steps:</b>                                                                                                                                                                                                                                                                                       |                                        |

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| <ul style="list-style-type: none"> <li>To Investigate and work towards the School Games Quality Mark – Bronze or Silver, further focussing our planning on areas that can improve standards and involvement within P.E.</li> <li>To introduce play leaders to our nursery so that our children obtain leadership and teamworking experience, whilst promoting sports and physical activity to younger children (many of which will be our future pupils)</li> </ul> | <ul style="list-style-type: none"> <li>Complete the pre-audit associated with the Quality Mark</li> <li>Mark targeted changes to our core offer to ensure that all children receive both quality teaching and a full entitlement</li> <li>Reflect upon and adapt current practice</li> <li>Further raise the profile of P.E. within the school.</li> <li>Review assessment and monitoring systems across the school.</li> <li>Complete play leader training for Year 5/6 pupils</li> <li>Agree a focus and arrangements for our children to work with the nursery children under appropriate supervision and support.</li> </ul> | <p>£1,500 for completion costs</p> <p>N/A – included with SSP buy in</p> |  | <ul style="list-style-type: none"> <li>Once complete, work towards Silver/Gold quality marks.</li> </ul> |
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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                      | Percentage of total allocation:                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                      | 20%                                                                                                                                                                                                                                                                                                     |
| <b>School focus with clarity on intended impact on pupils:</b>                                                                                                                                                                                                                                                                                                                                                                                      | <b>Actions to achieve:</b>                                                                                                                                                                                                                                                                                                                                                                                            | <b>Funding allocated:</b>                                                                                            | <b>Evidence and impact:</b>                                                                                                                                                                                                                                                                                                                                                          | <b>Sustainability and suggested next steps:</b>                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Provide appropriate and timely CPD opportunities to staff to promote improved outcomes for pupils by improving subject knowledge and delivery of the PE curriculum</li> <li>Given the poor level of PE awareness on arrival at school, ensure an effective focus upon fundamental skills within the EYFS/KS1</li> <li>Further build upon a P.E. Culture within the school, especially within KS1.</li> </ul> | <ul style="list-style-type: none"> <li>CPD – Subject Leader’s Completion of the Level 5 Course</li> <li>Investigate and start apprenticeship for interested TAs</li> <li>Explore CPD to promote Fundamental Skills development &amp; Progression</li> </ul>                                                                                                                                                           | <p>£300 (rest covered by previous year’s funding)</p> <p>£2,500</p> <p>£1,000 (inc supply costs where necessary)</p> | <ul style="list-style-type: none"> <li>Apprenticeship now underway</li> </ul>                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                         |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                      | Percentage of total allocation:                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                      | 15%                                                                                                                                                                                                                                                                                                     |
| <b>School focus with clarity on intended impact on pupils:</b>                                                                                                                                                                                                                                                                                                                                                                                      | <b>Actions to achieve:</b>                                                                                                                                                                                                                                                                                                                                                                                            | <b>Funding allocated:</b>                                                                                            | <b>Evidence and impact:</b>                                                                                                                                                                                                                                                                                                                                                          | <b>Sustainability and suggested next steps:</b>                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Full review of the curriculum to ensure that all children have access to a full core curriculum, in addition to increasingly the breadth of experiences to inspire.</li> </ul>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Complete curriculum review, involving staff, governors, parents and children in the process</li> <li>Plan out a cycle of regular educational visits to support the school’s vision to provide a broad and balanced curriculum and inspire children to be physically active.</li> <li>Use bought in coaches for breadth development, where staff skills are lacking.</li> </ul> | <p>£4,000 for educational visit subsidies.</p> <p>£1,750 for external coaches</p>                                    | <ul style="list-style-type: none"> <li>Broad range of additional curriculum activities are now in place (or will shortly be), following a review of the PE Curriculum. (Educational visits e.g. Patterdale Hall, Chill Factore, Borwick Hall, Outdoor Elements, Castlehead) Each child now has at least one PE focussed educational visit a year. (Some classes have two)</li> </ul> | <ul style="list-style-type: none"> <li>Monitor future impact of activities through increased participation (where appropriate), pupil enjoyment and skills development</li> <li>Promote take-up of external clubs to children to develop skills and engagement in physical activity further.</li> </ul> |



**SUMMARY OF 2018/2019 SPENDING**

| <b>Spend</b>                | <b>Amount</b>  | <b>Notes</b>                                                                                                                                                                                                                                                                                                          |
|-----------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sports Partnership          | £2,750         | Support from specialist teachers, CPD, Festivals & Competitions (10 attended in the year, including football, netball, athletics, Quadkids, Tag Rugby), Sportshall Athletics preparation events and Tag Rugby, Football & Netball Leagues. Play Leader Training and Change for Life training for pupils also included |
| PE Subject Leader Network   | £330           | One conference, plus supply cover                                                                                                                                                                                                                                                                                     |
| CPD Costs                   | £1,320         | 4 x courses, plus supply costs                                                                                                                                                                                                                                                                                        |
| Swimming Lessons & Gala     | £3,800         | Weekly lessons, transport & a competitive gala                                                                                                                                                                                                                                                                        |
| Transportation Costs        | £620           | Mini-bus hire for tournaments and events                                                                                                                                                                                                                                                                              |
| Equipment Purchases         | £3,750         | (Approx) Purchase of new storage equipment and playground equipment for infants and juniors                                                                                                                                                                                                                           |
| Enrichment Activities       | £2,700         | (Approx) Theme Days and/or external coaches brought in. Examples include: Skipping, Skateboarding/Scootering, Hoola-hooping, Rugby Coach, Yoga & Mindfulness                                                                                                                                                          |
| Educational Visit Subsidies | £4,400         | Patterdale Residential (Year 6), Outdoor Elements (Years 3-5), Chill Factore (Year 1-2), Hothersall Lodge (Year R) & London Year 6 - Olympic Stadium                                                                                                                                                                  |
| External Club Spending      | £200           | Trial of paying for children to attend clubs outside of school.                                                                                                                                                                                                                                                       |
| Lunchtime Sports Leader     | £2,462         | Employment of a Sports Coach to lead Physical Activity at lunchtimes                                                                                                                                                                                                                                                  |
| Apprenticeship Costs        | £350           | Employment of additional TA to cover for Apprentice non-contact time (£3,200 full year cost for 19/20)                                                                                                                                                                                                                |
|                             |                |                                                                                                                                                                                                                                                                                                                       |
|                             |                |                                                                                                                                                                                                                                                                                                                       |
|                             |                |                                                                                                                                                                                                                                                                                                                       |
| <b>TOTAL SPENDING</b>       | <b>£22,682</b> | -                                                                                                                                                                                                                                                                                                                     |

Sports Grant Received                      £17,980