



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:

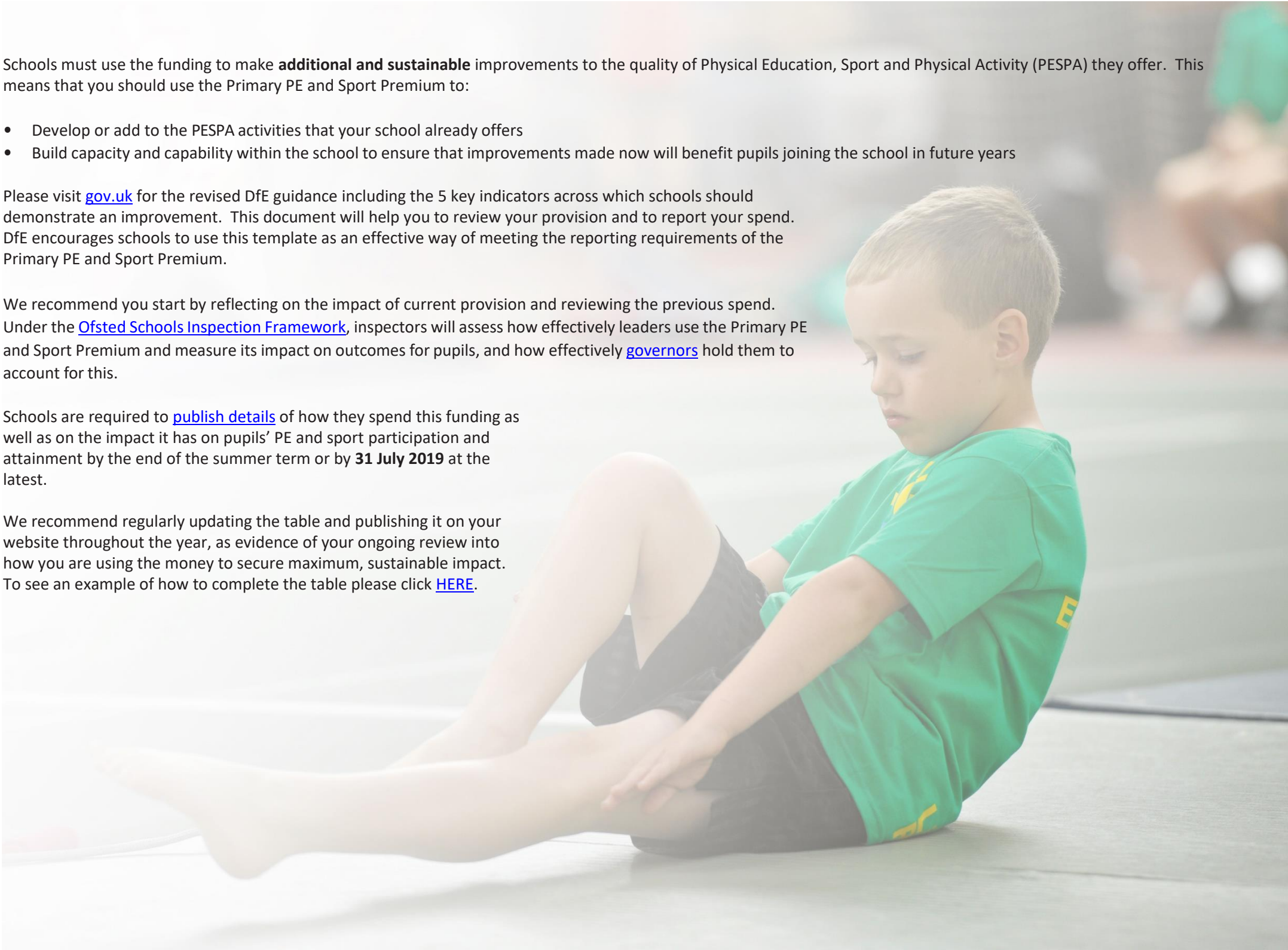
- Develop or add to the PESPA activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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: 2018/19	Areas for further improvement and baseline evidence of need:
<p>Key Indicator 1:</p> <ul style="list-style-type: none"> • The amount of PE curriculum time is a minimum of 2hrs per week • Swimming was increased to 1 full hour each session - 1 term per class • High rates of participation in competitive sports and clubs • JD play monitors choose appropriate active equipment for each breaktime • School hiking sessions were in place for the second year of the rolling programme for the whole of JD - impact e.g. 'F was so inspired she has hiked 7km per day throughout the holiday' • Additional 'wake up-shake up' sessions implemented with key individuals • Trim trail bolts upgraded, now in use for all pupils <p>Key Indicator 2</p> <ul style="list-style-type: none"> • Pupils aspire to represent the School - highly successful year for gymnastic (regional champions) and swimming (Peterborough Schools champions) • Integration with Main School sports raises aspirations • PE and sport used to promote our Christian Values - sportsmanship • Head of PE - high profile - adds importance in eyes of pupils • Early experiments for School Instagram feed <p>Key Indicator 3</p> <ul style="list-style-type: none"> • Support for Lower KS2 teacher provided from expert staff <p>Key Indicator 4:</p> <ul style="list-style-type: none"> • Tallington- attended by all pupils for a session in watersports / outdoor / teambuilding • Snozone trip allowed all pupils to try skiing and tobogganing on real snow in a genuinely cold environment 	<ul style="list-style-type: none"> • Raise the profile of inter-house competitions and house colours awards • Increase the range of inspirational sports and activities - aiming to inspire lifelong participation and excitement in the least inspired pupils • Help more pupils experience winning / improving / losing in competitive sports to help build confidence and acceptance • Ensure key individuals are involved in active games at break times <p>JD also aim to:</p> <ul style="list-style-type: none"> • Raise the independence level of pupils bringing kit and equipment • Ensure appropriate kit is brought in for all activities

<ul style="list-style-type: none"> • Access to competitive activities within the LA - including Swimming, gymnastics. <p>Key Indicator 5:</p> <ul style="list-style-type: none"> • Strong sporting achievements considering size of School e.g., 1st in swimming, district champions in gymnastics • Competitive JD sports day - extremely well attended by parents - high level of organisation from the pupils themselves • Interhouse competitions taking place regularly. Intra school sport-participation 100% • Participation in competitive sport (Inter School sport): Year 3 53.3%, Year 4 73.3%, Year 5 73.3%, Year 6 60%, JD1 63.3%, JD2 66.6% 	
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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.	93% (previous year 84%)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86% (previous year 70%)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	47% (previous year 0%)
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

Engaging in activity with the focus on enjoyment and breaking down barriers to enjoying sport.	Ceilidh band working in School with pupils to teach dances and inspire pupils to 'have a go'	£300	Inspiring pupils with new activity, exercise as fun. Build on musical expertise. Unite groups in dance and enjoyment.
Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
To ensure pupils feel proud and rewarded for participation in sports and activities.	Use reward assemblies to best advantage including taking the trophies home for photographs. Engrave trophies for house events – build upon School history. Sports board regularly updated in JD.	£100	Pupils attend Full School assemblies to receive sporting trophies in front of 800+ students, as well as existing presentations at JD. Children feel proud of their achievements are shared with peers.
Instagram/Facebook/Twitter - to ensure photos are uploaded to social media promptly and promoted with JD parents to raise profile of all sporting/healthy outdoor events.	Clear necessary permissions in School Purchase phone and contract to use in JD for all events.	£450	Twitter/Instagram/Facebook feed Evidence in writing books and how pupils are able to talk about experiences. Cultural capital for accessing descriptive writing, reading comprehensions etc.
To use memorable sports experiences as a stimulus in class lessons.	Sports used as a focus for writing work, linked to science and health and promoting wellbeing and healthy lifestyles.		
Give House sporting events a higher profile.	Buy, engrave and display new trophies, promote events in advance to parents via newsletters/social media and celebrate in JD Gazette. JD staff to wear House coloured T-shirts to promote Houses at sporting events e.g. Sports Day/Inter House Competitions.	£1,140 £300 storage	Increased in number of pupils wearing house colours with pride. JD Gazette including Inter House competitions. Trophies are significant and sustainable and engraved each academic year.

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
<p>Katie processing and leading - initiating new sports - seeing events are in place, role in JD1 PE , playtimes, hikes, sports events.</p> <p>TA - support hikes, trips to competitive sports events and playtimes</p>	<p>Co-ordination of schemes of learning for JD1 department-based PE.</p> <p>Co-ordinating curriculum links between PE taught by JD staff and main School PE.</p> <p>Planning and organisation of additional activities.</p> <p>Evaluation and assessment of quality of provision.</p> <p>Planning next steps to ensure challenge and progress.</p> <p>Co-ordinating and providing CPD/Investigate if staff would like further training, if so which areas.</p> <p>Coordinating the curriculum links between PE taught by JD staff and main School.</p>	£3,700	<p>Making sure all children take advantage of the opportunities to engage in games at breaktime.</p> <p>Liaise with PE HOD to ensure quality of provision is as expected and JD department lead PE compliments and improves skills within main School PE.</p> <p>Additional activities are planned, organised and recorded successfully, communicating with main School staff where necessary.</p> <p>CPD is suggested and offered to staff in JD.</p>
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
<p>To challenge those already meeting the basic requirements of swimming to extend their skills even further; and to support intervention groups</p>	<p>Additional pool time, transport and specialist coaching</p> <p>Expand the session from 45 mins to a full hour with a view to build fitness, stamina, resilience and self-esteem</p>	£2,000	<p>Non-swimmer pupils now making substantial progress and increase in confidence with TA in water. Greater amount of progress within one session.</p> <p>100% pupils participated in swimming lessons.</p> <p>Pupils offered opportunity to compete in county athletics</p>

<p>Athletics experiences: Use running track for JD pupils at least once during the summer term to provide sporting experience</p> <p>All pupils to participate and engage in Parkour activity and The Cave Bus experience.</p> <p>JD2 pupils to experience Sailing at Nene Park with links to the main School Sailing Club.</p>	<p>Bring life preserving skill into sessions for Year 5 and 6 pupils</p> <p>Challenge pupils by use of diving pool deep water for able swimmers</p> <p>TA in the water to model and reduce language barriers. Increase confidence for non-swimmers.</p> <p>Planning, fees, transport and staffing with dates agreed at centres.</p> <p>Designing/instigating the activity program tailored to the needs and aspirations of our cohorts. Each child to show progression and improvement with specific skills.</p>	<p>£300</p> <p>£2,000</p>	<p>championships.</p> <p>Pupils build self-esteem and skills within each activity and experience aspirational activities, which link to the main School clubs.</p>
<p>Key Indicator 5: Increased participation in competitive sport</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>Team(s) to participate in 'School Games' competitions e.g. Cross Country, Dodgeball, Multi Skills, Quick Sticks Hockey, Mini Tennis, Tag Rugby, Cricket, Quad Kids.</p> <p>Team participate in gymnastics competition.</p>	<p>PE/JD staff - organise and implement trip off site. Rearranged timetable to accommodate dodgeball competition for the first time, helping prepare students for competitive dodgeball which is played in the main School.</p> <p>Specialist Gymnastics coaching. Transportation and staffing for events.</p>	<p>£500</p> <p>£500</p>	<p>Track numbers and individuals to ensure high participation rate. Teams participate in various competitive events - Years 4/5/6 Cross country, Years 5/6 Dodgeball, Years 3/4 & 5/6 Gymnastics, Years 3, 4, 5, 6 Multi Skills, Years 5/6 Quick Sticks Hockey, Years 3/4 Mini Tennis, Years 3, 4, 5, 6 Swimming, Years 5/6 Tag Rugby, Years 4, 5, 6 Cricket, Years 4, 5, 6 Quad Kids.</p>

<p>All pupils to take part in competitive sport through JD specific inter-house Sports Day</p>	<p>Site provision, line marking and support from PE specialists, planning time by HOD PE, additional staffing and site preparation, badges awarded for races, prizes as needed.</p>	<p>£250</p>	<p>Pupils participate fully - showing leadership, sportsmanship and athletic ability.</p>
<p>All pupils to participate in inter house competitions throughout the year - contributing to whole School outcomes</p>	<p>PE specialist staff - organise and implement a range of competitions across the curriculum.</p>	<p>In House</p>	
<p>To allow able swimmers to experience competing in a swimming gala</p>	<p>Time for gala selection built into new longer lessons. Pool hire and training session prior to gala to practice and unite the team.</p>	<p>£250</p>	<p>Gala team selected - extra training time and competitive elements built in.</p>
<p>Facilitate and promote participation in Fencing, Gymnastics and Karate clubs.</p>	<p>Clubs promoted, club letters handed out, pupils delivered to after School clubs safely and promptly.</p>		
<p>Pitch and Putt activity at Ferry meadows to give exposure golf, allowing all children the opportunity to experience a new competitive sport.</p>	<p>Transportation and staffing for events. Trophies awarded for achievements. Track participation of competitive sport.</p>	<p>£1,800</p>	<p>100% participate in Pitch and Putt, statistical analysis shows pupils are improving over time. Tracking shows an increase in participation.</p>
<p>All children take part in a competitive sport against their peers.</p>			