



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:

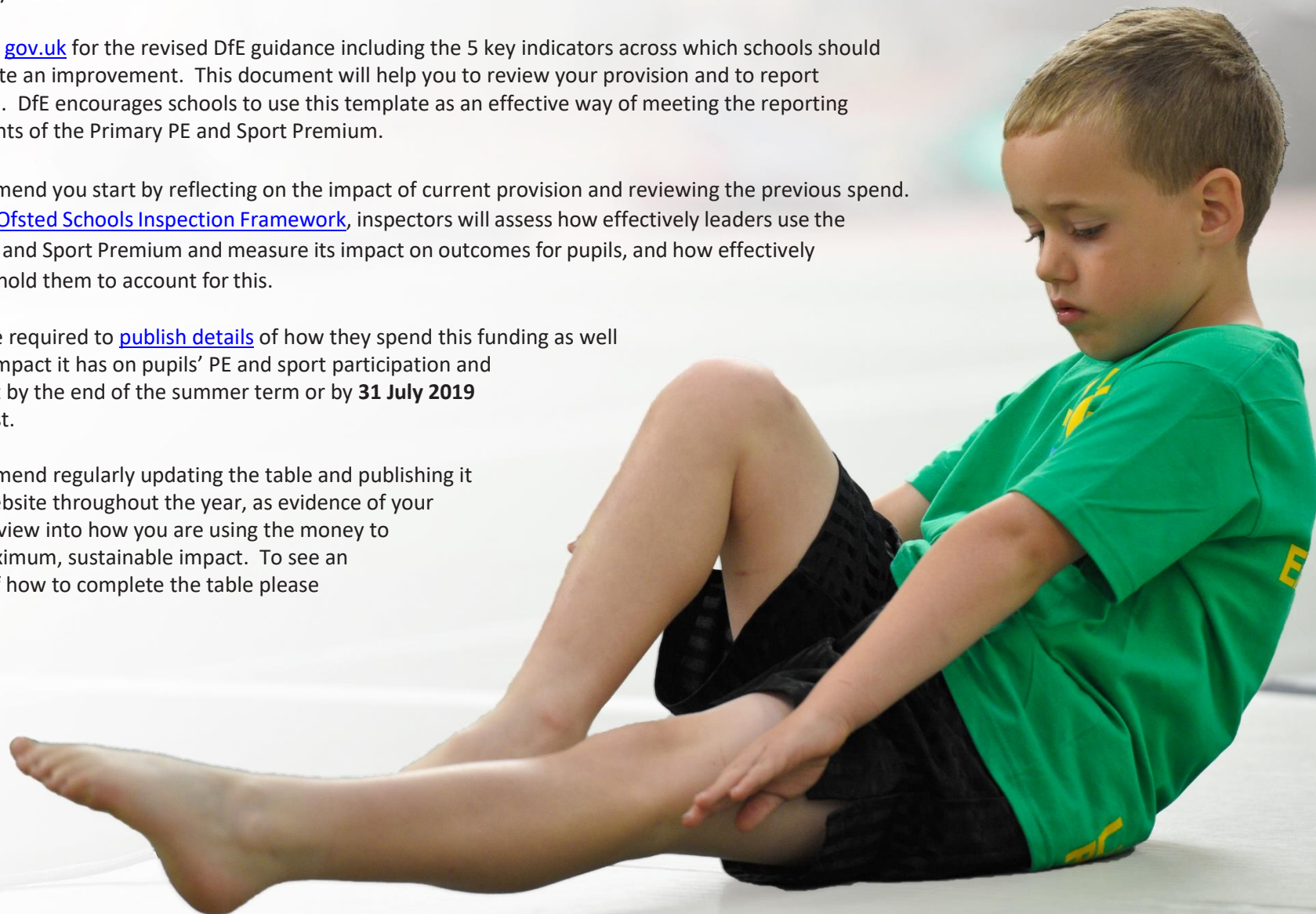
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](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: 2017-18	Areas for further improvement and baseline evidence of need:
<p>Key Indicator 1:</p> <ul style="list-style-type: none"> Increased the amount of PE curriculum time to ensure a minimum 2hrs per week Swimming additional to the 2hrs - 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 rolled out across 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 Playground equipment and resources - purchased with input from pupils. Goals, linemarkers, mowers, speed trap and bibs. <p>Key Indicator 2:</p> <ul style="list-style-type: none"> Pupils aspire to represent the school Integration with Main school sports raises aspirations New trophies generated additional excitement PE and sport used to promote our Christian Values Head of PE - high profile - adds importance in eyes of pupils Ground work to improve the grass space reflected importance. <p>Key Indicator 3:</p> <ul style="list-style-type: none"> Support for Lower KS2 teacher provided from expert Staff. Deployment of professional dance instructor supporting JD1 'in house' PE Support in provision and use of off-site training 	<ul style="list-style-type: none"> ✓ Participation in extra-curricular sport and team sports constrained due to chorister commitments ✓ Raise the profile on 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. ✓ To raise the independence level of pupils bringing kit and equipment ✓ To ensure appropriate kit is brought in for all activities ✓ To review the trim trail equipment and adjust as necessary

<p>Key Indicator 4:</p> <ul style="list-style-type: none"> Valuing and promoting clubs that pupils attend – has increased interest and attendance Developed the use of JD area for in house PE JD1 Initial evaluative session at local Outdoor Centre - range being expanded for 2018-19 Rutland Aquapark accessed by year 6 pupils - very positive impact Access to competitive activities within the LA - including Swimming, quicksticks, gymnastics and tennis. <p>Key Indicator 5:</p> <ul style="list-style-type: none"> Strong sporting achievements considering size of school e.g., 1st in tennis, 4th swimming Competitive JD Sports Day, extremely well attended by parents. High level of organisation from the pupils themselves Interhouse competitions taking place regularly 	
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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>	84 %
What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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

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: £16,610	Date Updated: March 2019	
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:
				50%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
JD hiking days to ensure all pupils experience regular stretch and challenge in the natural environment. Aim to promote and develop lifelong healthy habits. Develop mapwork skills Broaden experience, specific to our cohorts - experience beach, hill, forest. New to many.	Planning time, 6 hiking days, support staff and transport provision to enable point to point walks. Range of locations chosen - woodland, farmland, lakes and rivers, hills and coastal.	£2,700	Hikes completed: <ul style="list-style-type: none"> • Bourne Woods • Castor-King's • Rutland Water • Burrough Hill Fort • Hunstanton • Thornham 	Build up the variety of terrain and range of experience offered over the three terms. Potential to incorporate environmental work - e.g. collect beach plastic as we hike.
All JD pupils to be active at Tallington Lakes Activity Centre to experience a taster of range of different activities to engage (Tobogganing, Kayaking)	Planning, fees, transport and staffing with dates agreed at Tallington Lakes Designing/instigating the activity program tailored to the needs and aspirations of our cohorts	£1,000	Pupils gained a real sense of achievement and developed their confidence and self-belief through genuine challenge in unfamiliar environments. Parent feedback includes: 'my child was so inspired they have walked 7km every day through the Easter holiday'. Activities – toboggan, climbing, teambuilding, kayaking and banana boats - impacted memorably 'best day of my life!'	Long term sustainability into adulthood by establishing positive habits and experiences now. Aiming to inspire pupils with new experiences.
Inspiring and aspirational sporting activities – sledging and skiing	All JD pupils to complete skiing and sledging activities at the Snowzone in Milton Keynes	£3,200	Activities – toboggan, climbing, teambuilding, kayaking and banana boats - impacted memorably 'best day of my life!' Aspirational and teamwork/fitness benefits of the Snowzone noted by parents	Our intake includes pupils who have limited experience of outdoor activities, playgrounds and the countryside. Routes and risk assessments are in place for future use.

Maintain pupil physical activity during the school day by ensuring provision of engaging equipment	Playground resources selected and chosen by pupils on a daily basis dependent on weather - team of pupils responsible changes termly	£1,000	Repair and replacement of playtime site equipment.	Long term health benefits of school play equipment and trim trail - very heavy usage.
Ensure Trim trail provision is at a high standard for primary pupils	Bring online new Trim trail inspections to ensure continued safe use.		Inspection and repair to ensure safe lifespan of trimtrail equipment.	Wellbeing of pupils/choristers with extensive commitments.
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	Responsibility and respect - pupils mow grass, mark lines and maintain football pitch	Maximising use of breaktime has health and wellbeing benefits for out pupils.
		(£8,200)	Inspiring pupils with new activity, exercise as fun. Build on musical expertise. Unite groups in dance and enjoyment.	Build experience and confidence in dance for pupils and staff for future dance activities
Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
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.	Minimal, £20	Pupils attend Full school assemblies to receive sporting trophies in front of 800+ students, as well as existing presentations at JD	Establish and maintain direct links with Headteacher - systems in place for communicating sporting success embedded.
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.	(£20)	Twitter feed Evidence in writing books and how pupils are able to talk about experiences.	Pupils with limited experiences able to write much more effectively - newspapers, adverts and descriptions.

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Provision of specialist and qualified PE co-coordinator to enhance PE provision beyond the National Curriculum minimum.	<ul style="list-style-type: none"> ✓ Provision of schemes of learning ✓ Planning and organisation of activities ✓ Planning and organisation of competitions / fixtures ✓ Coaching and mentoring of JD staff and PE staff in primary PE ✓ Evaluation and assessment of quality of provision ✓ Planning next steps to ensure challenge and progress ✓ Co-ordinating and providing CPD 	<p>£3,700</p> <p>(£3,700)</p>	<ul style="list-style-type: none"> • Updated Schemes of work are in place and electronically stored therefore accessible by all. These include teaching ideas and differentiated activities. • Full timetable of extra curricular provision planned and implemented. • District, county and regional sporting events planned and attended, including gymnastics competition, cross country event, quick sticks hockey tournament, swimming gala and short tennis competition. • Peer coaching of non-specialist JD staff who deliver aspects of the curriculum, with lesson ideas etc. • Key stage two curriculum reviewed and changed as necessary in consultation with JD staff. • CPD needs have been identified with staff and targeted provision has been accessed. 	<ul style="list-style-type: none"> • The curriculum and resources that have been established, will allow for the continued teaching of PE by both specialist and non-specialist staff. • Continue to monitor the extra curricular offer to ensure that all groups have been catered for within the restrictions of the choristers. • Continue to monitor the CPD requirements of all staff, specialist, non-specialist and peripatetic.

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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> <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 (From Oct 2018)</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>£2,000</p>	<p>Non-swimmer pupils now making substantial progress.</p> <p>100% pupils participated in swimming lessons, 25% in gala.</p> <p>Swimming gala success.</p> <p>Over half our team approached by local competitive swimming club due to performance.</p> <p>Year 6 - 2019 25m 100% 25m recognisable stroke 100% Self-rescue 63%</p>	<p>For 2019-20 look at full hour running throughout the swimming season</p> <p>Deploy very high staff to student ratios to bring on swimmers of all abilities.</p> <p>Staff worked alongside instructors to build skillset.</p> <p>Develop opportunities for pupils in throwing and field sports.</p>
<p>✓ Athletics experiences</p>	<p>Indoor Athletics equipment to support PE lessons</p>	<p>£720</p>	<p>Pupils offered opportunity to compete in county athletics championships</p>	<p>Continue to ensure opportunities for high performing athletes to shine.</p>
		(£2,720)		

Key Indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
✓ Two Teams of pupils to partake in interschool gymnastics competition	Specialist Gymnastics coaching	£1,000	Took part in Peterborough schools competitions at 3/4 and 5/6 age ranges - several individual medals and Y3/4 went on to win the county championships.	Maintain the gymnastic provision in coming year PE staff have been upskilled for competition preparation
✓ All pupils to take part in competitive sport through JD specific inter-house sports day	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.	£500	Invited to regional athletic competition to represent the county Pupils fully participated, showing leadership, sportsmanship and athletic ability.	Maintain the quality of provision and range of activities. Increase number of trophies and quality of sports equipment/dress up items. Consider implementation of new sport - tug of war.
✓ All pupils to participate in inter house competitions throughout the year, contributing to whole school outcomes	PE specialist staff - organise and implement a range of competitions across the curriculum	In House	Competition aspect used to showcase potential and skill. Increased in number of pupils wearing house colours with pride Pupils showing competitive spirit with good sportsmanship	Refine the procedures to maximise feedback and self-sustaining potential for 2019-20
✓ To ensure 25% students compete in a swimming gala	Time for gala selection built into new longer lessons Pool hire and training session prior to gala to practice and unite the team.	£500 (£2,000)	Gala team selected - extra training time and competitive elements built in.	Plan to maintain new longer lessons and start these from Sep 2019.