

EVIDENCING THE IMPACT OF PRIMARY PE AND SPORT PREMIUM -GUIDANCE & TEMPLATE-

VISION FOR THE PRIMARY PE AND SPORT PREMIUM

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), 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 and the effect it has had on pupils' PE and sport participation and attainment.

Revised September 2016

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Schools must include the following:

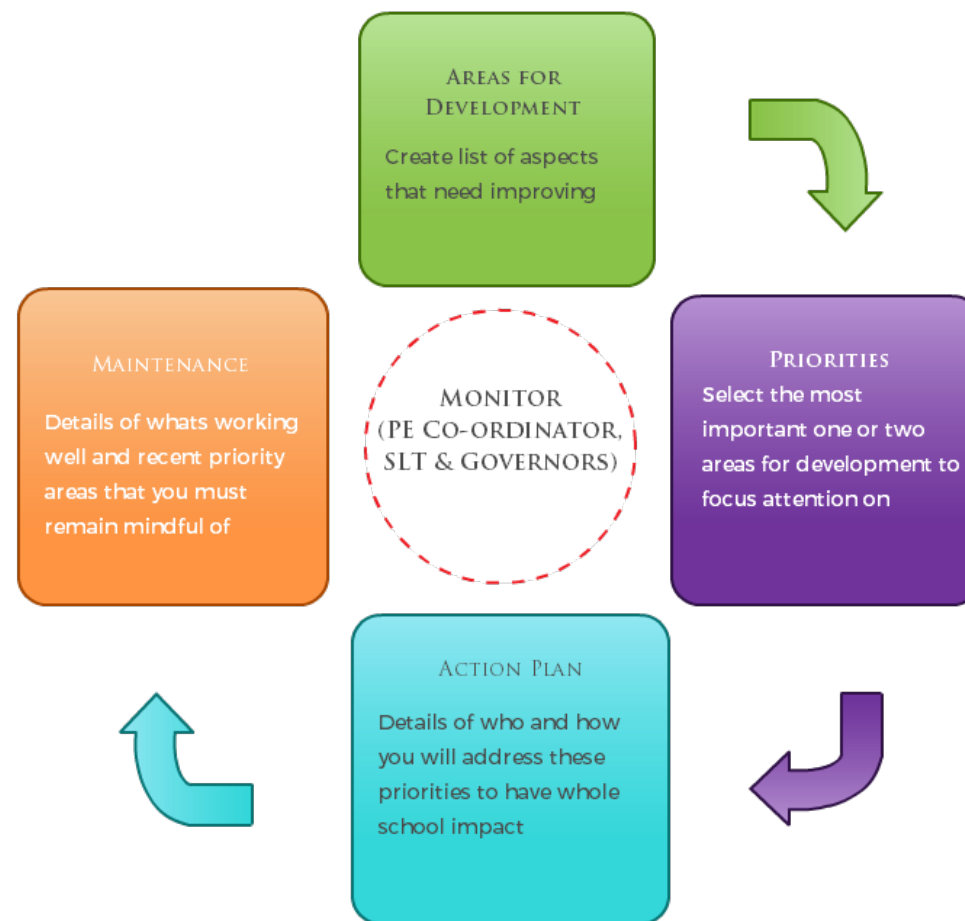
- how much PE and sport premium funding you received for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

OBJECTIVE: To achieve **self-sustaining improvement** in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.



HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

Guidance on the primary PE and sport premium can be found at [gov.uk](#).

Annex 1 – Primary PE and Sport premium – Online reporting template

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Name of school: ST Peters's CofE Primary School

Academic Year: 2016/17

- In previous years, have you completed a self-review of PE, physical activity and school sport? Yes
- Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes
- Is PE, physical activity and sport, reflective of your school development plan? Yes
- Are your PE and sport premium spend and priorities included on your school website? Yes

SECTION 1B – SWIMMING AND WATER SAFETY SELF

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

| Swimming and Water Safety | Please fill out all of the below: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| • What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 96 <input type="checkbox"/> % |
| • What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 91 <input type="checkbox"/> % |
| • What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 98 <input type="checkbox"/> % |
| • 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 <input type="checkbox"/> |

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2016



/ P2017



Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

| Key priorities to date: | Key achievements/What worked well: | Key Learning/What will change next year: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| A range of after school clubs. High five, Street dance, Hockey, Taekwondo, C4L, Football, Rounders, Cricket, Orienteering, Athletics and Cross country. | Using specialist PE leads, coaching and having a diverse range of clubs has improved participation of children. | Continue to listen to what children want to offer as many different clubs to appeal to as many children as possible. |
| PLT and CPD courses offered to 2x HLTA. | Very positive CPD that was forwarded onto all staff within school to improve teaching. | To continue to improve CPD of teachers through courses and inset days. |
| Competition involvement to allow children to compete against other schools. | Children from years 3,4,5&6 participated in sportshall athletics, cross country and orienteering competition. | Continue to participate in competitions through different sporting events. |
| Entering B and C teams into competitions. | To increase participation and aim for Gold school games award. | Continue to enter B and C teams into different sporting events. |
| Leadership programmes | Children from year 5 were trained up as PALS to increase sporting games on playgrounds at lunchtime. | Continue with this on all infant and lower junior playgrounds. |
| Leagues entered and competed in | This gave children opportunity to play weekly at competition level. | Continue to enter leagues in Football, cricket, high five and rounders. |
| Sports Ambassadors selected and trained | Very successful! involved in sports clubs, lead sessions, involved on school council and wrote newsletter reviews. | Will continue this next year with year 6, offering chance to apply by letter. |
| Excel sheet to track whole school sport involvement. | This highlights children to be targeted next year for C4L. | To re launch C4L including highlighted children from spreadsheet. |
| Monitoring of Fundamental skills through KS1 | Identifies skills needed to develop through PE | Continue to monitor |

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

STEP 1: Confirm the total fund allocated

STEP 2: Review activities and impact to date either using the template you used last year or section 2 above.

STEP 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

STEP 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

STEP 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

STEP 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

STEP 7: Complete column F to show how you plan to evidence the impact of this spend on young people

STEP 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

STEP 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

| Academic Year: 2016 <input type="button" value="v"/> / 2017 <input type="button" value="v"/> | | Total fund allocated: £ 6,957 | | | | | |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------|--------------------|-------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| A | B | C | D | E | F | G | H |
| PE and Sport Premium Key Outcome Indicator | School Focus/ planned <i>Impact on pupils</i> | Actions to Achieve | Planned Funding | Actual Funding | Evidence | Actual Impact (following Review) <i>on pupils</i> | Sustainability/ Next Steps |
| 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | Range of Out of school clubs. C4L | To include and improve health of identified children. | | | Photos on website and shared drive. Registers of clubs. | KS1 35% and 79% of children involved in after school clubs. 80% C4L children now involved in after school club. | To offer more after school activities to KS1 Continue with coaching Re launch C4L |
| 2. the profile of PE and sport being raised across the school as a tool for whole school improvement | PALS Sports ambassadors School council | Sport reviews in weekly newsletter Evidence on PE board | | | Weekly newsletters of reviews. PE board and school council minutes. | Great feedback from children from KS1 regarding PALS. Pupil interviews. Sports ambassadors had great impact on leading and being involved in after school activities, representing sport within school and on the school council. | To continue with PALS training and sports ambassadors next year. |

| | | | | | | | |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------|------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------|
| 3. increased confidence, knowledge and skills of all staff in teaching PE and sport | CPD-HLTA's PLT days CSSP teaching-CPD for teachers | To continue to improve and deliver high quality teaching of PE | £330 | £330 | Photo evidence, tracking of fundamental skills | Children improvement and enjoyment of PE skills. | Continue with CPD and insets to train Teachers and HLTAS. |
| 4. broader experience of a range of sports and activities offered to all pupils | Offer a variety of after school clubs. | To appeal to most children to become involved in extra curricular sporting activity. | | | Photo evidence, registers. | Pupil voice, questionnaires and excel spreadsheet. | Continue to listen and offer a range of after school activities. |
| 5. increased participation in competitive sport | Enter after school competitions and leagues. | Through Chorley Sports Partnership. | | | Photo evidence through website, PE board and newsletters. Scoreboards and results on shared drive. | Evaluate results. | To continue to promote and participate within competitions. |
| Swimming Bike ability | Offering swimming lessons, learn to ride, balance bikes and bike ability. | Through chorley leisure centre and Chorley Sports partnership. | | | Y5 Swimming- weekly school event through summer term Photo evidence via website-Bikes | Record of childrens participation. | To continue to offer through next year. |

Completed by (name and school position): Michelle Eastham PE subject leader

Date: April 2017

Review Date:

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