



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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 PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport 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 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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Increase in the percentage of children able to swim competently, confidently and proficiently over a distance of at least 25 meters. • The collaboration of PE leads within the Caritas Christi in Urbe network to support in PE planning and opportunity for children to participate in extra-curricular physical activity and develop club links. • Support from King Edward's School Sport Partnership with staff and PE lead through CPD opportunities both within and outside of school. • The installation of a traversing wall to develop physical activity opportunities for children outside of curriculum time. • Achievement of the School Games Bronze Award- 2017/18. 	<ul style="list-style-type: none"> • To develop an assessment framework which supports evidencing progress within Physical Education lessons. • To expand on Physical Education provision for EYFS and Year 1, by purchasing balance bikes, to develop fundamental movement skills such as balance and agility. • To introduce a Sports Council within school, so that children have an opportunity to have a Pupil Voice and to improve and develop the physical education and activity provision held at St. Joseph's.

Meeting national curriculum requirements for swimming and water safety- 2017/18	Please complete all of the below*:
What percentage of your current Year 6 cohort swims competently, confidently and proficiently over a distance of at least 25 meters?	78% (21/27) (Increase of 3% from 2016/2017)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78% (21/27) (Increase of 3% from 2016/2017)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% (21/27) Through the completion of a class activity to provide information.

<p>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?</p>	<p>Yes/No</p>
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*Schools may wish to provide this information in April, just before the publication deadline.

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: 2017/18		Total fund allocated: £17,990		Date Updated: 28 th June 2018	
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: 9.48%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> To introduce and inspire children about the importance of improving and maintaining their physical health, though participation of fitness/ circuits challenge. To introduce providing children with increased structured and <u>alternative</u> activity during break times, which will aim to develop individual challenge. To introduce the daily mile to get all pupils undertaking at least 30 minutes of physical activity a day in school, to improve overall physical fitness. To select 12 play leaders from Year 5 to provide structured physical activity for KS1 children during morning break time. 	<ul style="list-style-type: none"> Involvement of a sports company: Sports for Schools to organise the challenge for all children and receive inspiration speech from Paralympic athlete: Danielle Brown. A traversing wall to be built on the school astro-turf, which will be accessed by at least 2 year groups (KS1 and KS2) every break time. S.R. and Year 5 children to identify the course for the daily mile (Mathematics cross curricular link) using cones initially and will be initiated by S.R. and adults on duty. KESSP to provide a play leaders workshop, so that they have a range of games and activities to support children. Play leaders 	<p>£1706.10</p> <p>Included in KESSP package.</p>	<ul style="list-style-type: none"> <u>ALL</u> children were involved with the Fitness Challenge, where many brought in sponsorship forms to support buying equipment. On a staggered timetable, most children have been spending break times on the wall and completing individual challenges. KS2 children predominately have been completing in the daily mile on a Friday. As a result, some children have entered 400m long distance runs and cross-country competitions. Embed leaders, who are supporting in providing structured physical activity to KS1 children. 	<ul style="list-style-type: none"> Repeat the fitness challenge next year, but to be run by school itself rather than the use of an external business. Children to have increased individual challenge through the levels of difficulty set on the traversing wall. Increased focus on the Daily Mile, by looking to get the identified track marked out and encouraging Mile Leaders to support those who are not as physically fit as others. Leaders to continue to support KS1 children through Year 6, with structured play. 	

<ul style="list-style-type: none"> To introduce a Wake Up and Shake Up for KS1 children, once a week to encourage physical activity. To develop structured physical activity of children during break time and lunch time through the purchase of additional skipping ropes. To invest additional equipment for Early Years and Year 1 to provide structured and purposeful play linked to the development of fundamental movement skills: throwing and catching, as well as to create cross-curricular links. To continue to provide a staggered lunchtime activity timetable (multi-skills, games and Zumba) for all children to maintain physical activity and to 	<p>will be provided with game cards and support packs. S.R. to provide children with their equipment box, so that play leaders have adequate equipment to entertain structured activity.</p> <ul style="list-style-type: none"> PE Specialist to be timetabled to complete this with KS1 children on a Friday morning, whilst the person on duty will be encouraged to join in- CPD opportunity. Initiated by lunchtime supervisors, S.R. to purchase skipping ropes, so that skipping can be accessed by all year groups. S.R. to purchase a shape and number bean-bag throwing game for Early Years, whilst Year 1 to receive a Frisbee Target set which involves numbers (linked to number bonds). Sports Provider to come in on a staggered timetable to provide sufficient, structured activity for all children. Multi-skills to target improvement of fundamental 	<p>£0- SR found skipping ropes provided by the British Heart Foundation.</p> <p>£0- due to the money raised from our Sponsored Fitness Challenge.</p>	<ul style="list-style-type: none"> Member of staff on duty and PE specialist liaising with one another to get most KS1 children active through Wake Up and Shake Up. All children taking part in structured physical activity during lunchtime. Children playing with the equipment during the course of outdoor play and are able to develop cross-curricular skills through play. All children taking part in structured physical activity during lunchtime. 	<ul style="list-style-type: none"> Member of duty to work with another member of staff in order to up-skill, so no requirement for PE specialist. Encourage individual target settings for children to improve their skipping scores. Continue to use equipment as an educational and active Maths resource. Look in to providing Early Years with more equipment with the same affects. Use the multi-skills coach to provide inter-house competitions for the games taught in multi-skills.
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undertake 30 minutes of structured physical activity.	movement skills, team work and tactics.			
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 19.73%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To become a member of the King Edward's School Sport Partnership (KESSP), in order to support PE lead, staff and children with maintaining high-quality Physical Activity. To introduce a school Twitter account to highlight sporting activities in school and sporting achievements from the school in competitions. To introduce a Physical Education notice board to raise the profile of PE, celebrate success in competitions and make children aware of the opportunities in school and outside of school. 	<ul style="list-style-type: none"> Set up initial meetings with the Partnership to discuss how they can support throughout the year. To sign up for competitions and additional CPD support for staff both through lessons and through Twilight Meetings. PE leads to attend Partnership meetings to discuss best practice. Play leader workshops. S.R. to set up a twitter account for St. Joseph's and will provide all staff with a password, so they can update the physical education achievements of all pupils. S.R. to ensure that a working wall dedicated to PE is created, so that timetables are visible for children to see, achievements are recorded and out-of-school opportunities are been made aware. 	£3550	<ul style="list-style-type: none"> Through CPD support, teachers and TAs have improved subject knowledge in Gymnastics and Tennis. PE lead has developed an up-to-date knowledge of current practices within Physical Education that have been passed on to staff. Regular meetings with the partnership for support. Children provided with external competitions. St. Joseph's have been able to blog key achievements that have happened in school in order to promote themselves and the Caritas Christi in Urbe network. The notice boards are full of information about matches/clubs/results and pupils are keen to involved. 	<ul style="list-style-type: none"> To attend more sporting competitions organised by the Partnership. To continue to develop CPD support for teachers and TAs to maintain improved confidence and subject knowledge. To introduce local sporting role models, so pupils can identify with success and aspire to be a local sporting hero.

<ul style="list-style-type: none"> To ensure that St. Joseph's Catholic School is awarded the School Games Bronze Award for the 2017/2018 Academic Year. 	<ul style="list-style-type: none"> Children to attend at least 6 extra-curricular competitions against other schools. Maintain high quality Physical Education. 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24.18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To employ a PE specialist to come in one day a week (Friday) to provide support through team teaching (with all staff) on areas of weakness, support to Early Years PE and to introduce new sports to the PE curriculum (e.g. tag rugby). To organise Gymnastics twilight for KESSP schools in autumn term. To develop support from King Edward's Aston School Sport Partnership for newly appointed PE coordinator and NQT's. PE Lead attending Partnership meetings and Caritas Christi network meetings, to ensure that high-quality, inclusive safe practice of Physical Education is delivered to every child. To provide an after school introduction to all Caritas Christi Schools in showing staff how to use the outdoors with Maths 	<ul style="list-style-type: none"> To speak to the local partnership to identify specialist staff to lead the course. S.R. to email Partnership about attendance on the courses. S.R. to create resources and packs for each year group to ensure that opportunities are available for children in 	£4350	<p>Expected Outcomes and Impact KESSP</p> <ul style="list-style-type: none"> Support for PE Curriculum in sports: swimming, hockey. Additional coaching in sports: netball, cricket. Coaching Competitions. PE coordinator support. Training for Play Leaders. Courses for teachers: NQT training. Improved subject knowledge and confidence for CT and TA to take more of an active role within lessons. <p>Sports Specialist (1-day a week)</p> <ul style="list-style-type: none"> Early Years Support during PE. Learning through Sport (especially Maths and Phonics) Wake Up Shake Up- KS1 Playground. Tag Rugby Lunchtime Club Curriculum Support for Year 4/5 teacher. 	<ul style="list-style-type: none"> PE lead to attend an AfPE accredited Safe Practice course. Same sports on curriculum next year to embed the sports where staff have had CPD training. This will lead to staff becoming more confident to deliver PE and Sport both within and outside of the curriculum.

lessons, through Orienteering.	participating in Active Maths.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20.46%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To ensure that PE provides children with challenge, so that they can progress in skills and be motivated to participate externally. To employ a PE specialist to come in one day a week (Friday) to provide support through team teaching (with all staff) on areas of weakness, support to Early Years PE and to introduce new sports to the PE curriculum (e.g. tag rugby). Establishing a health life ethos. Ensuring that children receive a balanced curriculum and are provided with extended opportunities through the Outdoor Education Week trip: <p>KS2: Ackers Adventure (Alternative activities) KS1: Sandwell Valley Early Years: Forest Schools</p>	<ul style="list-style-type: none"> PE lead to arrange with Partnership, specialist coaches to come and provide CPD with teachers for the sports. Arrange a pupil survey to ascertain what pupils would like to be involved with during the Outdoor Education Week. 	<p>£3550</p> <p>£130</p>	<ul style="list-style-type: none"> Utilising KESSP support to provide staff with CPD training and confidence alongside a specialist for PE curriculum subjects such as: Gymnastics, Tennis, Swimming and Hockey. All children participated in an Outdoor Education Week. 	<ul style="list-style-type: none"> Same sports on curriculum next year to embed the sports where staff have had CPD training. This will lead to staff becoming more confident to deliver PE and Sport both within and outside of the curriculum. Outdoor Education Week to continue next year, with the funding.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.34%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To participate in at least 6 competitions outside of school in order to achieve the School Games Bronze Award. Utilising our membership to the KESSP to become involved in competitions against other schools in sports such as: athletics, handball, netball and rounders. Bringing in specialist coaches to provide knowledge to children in order to support them in competition. To ensure that our curriculum is fully inclusive enabling children with SEND to compete in competitions in adapted sport such as: boccia. Involving KS2 in an outdoor athletics competition through taking children to the Caritas Christi Athletics Tournament. 	<ul style="list-style-type: none"> Identify the competitions that are available in the King Edward's Partnership. Arrange practice sessions before competitions. 	£600	<ul style="list-style-type: none"> Improved standards in invasion games in curriculum time. Boccia equipment bought, so that it can be provided as an awareness activity during Physical Education lessons. More girls are keen to take part with a noticeable difference in attitudes to PE and sport. 	<ul style="list-style-type: none"> Increased involvement in more competitions for next academic year.