

# 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:

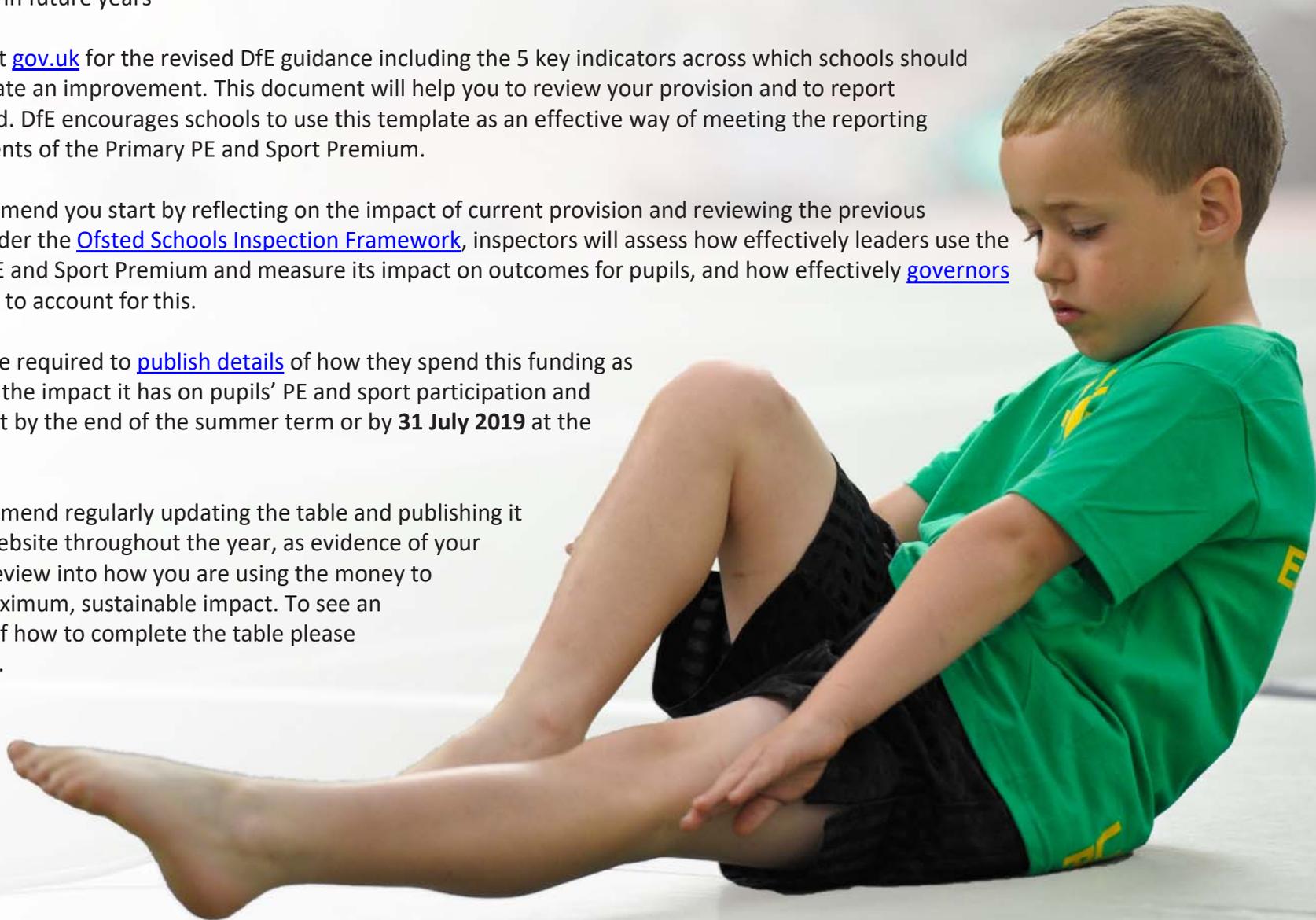
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:
<ul style="list-style-type: none"> <li>• The collaboration of PE leads within the Caritas Christi in Urbe network to organising inter-sport competition and opportunity for children to participate in extra-curricular physical activity and develop club links.</li> <li>• Support from King Edward’s School Sport Partnership with staff and PE lead through CPD opportunities both within and outside of school.</li> <li>• The purchase of 10 balance bikes for EYFS and KS1, in order to develop physical activity opportunities for children during and outside of curriculum time.</li> <li>• The opportunity for 12 children to receive additional support on learning to keep safe and riding effectively on the roads, by completing their Level 2 Bike Ability Award.</li> <li>• Achievement of the School Games Bronze Award- 2017/18.</li> <li>• Children had the opportunity to experience a Victorian Sports Day, during this day the children had a sports coach who did a variety of experiences of Victorian school’s sports.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

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><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>85% (22/26)</p> <p>7% increase from the 2017/2018 cohort</p>

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>69% (18/26) 9% decrease from 2018/2019 cohort</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100% (26/26) Theory lesson completed, so children are aware of procedures.</p>
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/<b>No</b></p>

## 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.

<b>Academic Year:</b> 2018/19		<b>Total fund allocated:</b> £17,780 <b>Total fund spent:</b> £17,421.99		<b>Date Updated:</b> 1 <sup>st</sup> July 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: 59.2%
<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>	
<ul style="list-style-type: none"> <li>To inspire children about the importance of improving and maintaining their physical health, through exercise and healthy eating.</li> <li>To increase structured and alternative activity, for children, during break times, which will aim to develop individual challenge.</li> </ul>		<ul style="list-style-type: none"> <li>Liaising with the school nurse to provide classes with workshops, so that there is an increased knowledge of the foods that they consume and the sugar intake. Ensure that all iPads have the “Change4life food scanner”, so that children can become independent in research the sugar content on “healthy” and “unhealthy” foods.</li> <li>A timetable to be introduced, so that the traversing wall has regular use during morning break. This will be led by our play leaders and will be accessed by at least two year groups (KS1 and KS2) every break time.</li> </ul>	£1425	<ul style="list-style-type: none"> <li><b>All children (Y1-Y6)</b> were able to receive a workshop from the school nurse, which educated them about the important of healthy eating in order to maintain a healthy lifestyle. Children have been using iPads to discover sugar intake of foods and drinks that they were consuming. Also, the nurse covered elements of healthy minds and healthy bodies.</li> <li><b>All children (Y1-Y6)</b> are provided with an opportunity to develop their own personal challenge whilst on the traversing wall, as well as receiving some of their 30 minutes structured play. Play Leaders can develop their skills through leading this</li> </ul>	
				<b>Sustainability and suggested next steps:</b>	
				<ul style="list-style-type: none"> <li>Children are able to use iPads within school to check the sugar content of the products that they bring into schools as snacks. Some targeted children to participate in a Change4life festival next year to further educate them about making the right choices.</li> <li>Continue to provide children timetabled activity during playtime, which will focus on personal challenge. Next year, introduce skipping as structured play also.</li> </ul>	

<ul style="list-style-type: none"> <li>To select 12 play leaders from Year 5 to provide structured physical activity for KS1 children during morning break time.</li> <li>Early Years and KS1 to participate daily in the daily mile.</li> <li>To invest in additional equipment for Early Years and Year 1 to provide additional structured and purposeful play linked to the development of fundamental movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>KESSP to provide a play leaders workshop, so that they have a range of games and activities to support children. Play leaders will be supervised by current Year 6 leaders and 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.</li> <li>Reception and Year 1 to walk, jog or run around the playground 10 times, so they complete a mile daily.</li> <li>CPD opportunities for EYFS, PE lead and Year 1 staff, to provide training for delivering successful balance ability lessons. Purchase of 10 balance bikes including helmets and storage, so that children can have bike ability opportunities during PE lessons and in structured playtimes.</li> </ul>	<p>Included in the KESSP package.</p> <p><b>£786.99</b></p>	<p>activity.</p> <ul style="list-style-type: none"> <li>10 leaders were embedded through undertaking play leader training. They are now supporting in KS1 break time in providing structured physical activity to KS1 children.</li> <li>Children have shown improvements in their concentration levels during the next lesson.</li> <li>Due to the purchase of 10 balance bikes, children in Year 1 and EYFS participated in learning how to use the balance bikes during their PE lessons, during Spring 1. As a result of this, they completed a course set out by the Ready, Set, Ride scheme. Additionally, staff took part in a free course (resources included) by HSBC Ready, Set and Ride.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce new 10 play leaders during break time to provide structured play. PE lead to liaise with KESSP to provide this training course, as part of the package.</li> <li>More year groups to use the daily mile next year.</li> <li>Continue to embed the balance bikes into PE lessons and structured play. Purchase of 5 additional bikes, for the taller children, so that they can access the learning of balance bikes properly.</li> </ul>
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<ul style="list-style-type: none"> <li>To continue to provide a staggered lunchtime activity timetable (multi-skills, games and Zumba) for all children to maintain physical activity and to undertake 30 minutes of structured physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Sports Provider to come in on a staggered timetable to provide sufficient, structured activity for all children. Multi-skills to target improvement of fundamental movement skills, tactics and team work. Children are beginning to use this time to take part in inter-house competitions which focus on Level 1 Sports.</li> </ul>	£7000	<ul style="list-style-type: none"> <li>All children taking part in structured physical activity during lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>Use the multi-skills coach to continue to provide regular (once a half term) inter-house competitions.</li> </ul>
<ul style="list-style-type: none"> <li>To invest in sports activities during breakfast club.</li> </ul>	<ul style="list-style-type: none"> <li>Zimba coach to be hired 3 times a week before school.</li> </ul>	£1200	<ul style="list-style-type: none"> <li>75% of children regularly take part in dance and aerobic exercise.</li> </ul>	<ul style="list-style-type: none"> <li>To continue next academic year and encourage more children to participate.</li> </ul>
<ul style="list-style-type: none"> <li>To invest in an after-school dance club for Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>Dance coach to be hired for 6 weeks in the second half of the summer term.</li> </ul>	£120	<ul style="list-style-type: none"> <li>The children created a performance for parents, which was shown at the end of the school year.</li> </ul>	

**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

20%

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to attend Partnership meetings to discuss how they can support during the academic year. Selection of CPD coaching sessions within PE to support staff with teaching new sports. Children to participate in Level 2 inclusive competition, which will support in achieving the School Games Mark.</li> </ul>	KESSP Package- £3550	<ul style="list-style-type: none"> <li>All teachers have been provided additional CPD support, which has improved subject knowledge in Hockey, Gymnastics, Tennis and Basketball. PE lead has developed an up-to-date knowledge of current practice and documentation required for Physical</li> </ul>	<ul style="list-style-type: none"> <li>To attend more sporting competitions organised by the Partnership, in order to try and achieve the School Games Mark Silver Award.</li> <li>To continue to develop CPD support for teachers and TAs to maintain improved confidence and subject knowledge.</li> </ul>

<ul style="list-style-type: none"> <li>To ensure that St. Joseph's Catholic School maintains being awarded the School Games Bronze Award for the 2018/2019 Academic Year.</li> </ul>	<ul style="list-style-type: none"> <li>Children to attend at least 3 extra-curricular competitions against other schools. Maintain high quality Physical Education within lessons.</li> </ul>		<p>Education. Additionally, children have been provided with external competitions, which have provided opportunities for SEND and BAME students.</p> <ul style="list-style-type: none"> <li>Increased physical activity and opportunity for students across KS2 to be able to compete in an external capacity.</li> </ul>	<ul style="list-style-type: none"> <li>To introduce local sporting role models, so pupils can identify with success and aspire to be a local sporting hero.</li> <li>PE lead to achieve School Games Mark Silver Award, through the introduction of personal challenge and maintaining inter-house competitions within school.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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"> <li>To maintain support from KESSP for PE lead and NQT/RQT. To provide opportunities for staff to attend CPD courses which are held at KESSP to develop increased confidence and knowledge to staff.</li> <li>PE lead to attend Partnership meetings and Caritas Christi network meetings to ensure that high-quality, inclusive and safe practice of Physical Education is delivered to every child.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to provide teaching staff with a questionnaire to identify strengths and areas of weakness when teaching Physical Education. As a result, PE lead to work with SLT to identify CPD course which will support in the increased knowledge and skills of all teaching staff.</li> <li>Working with Caritas schools to develop an assessment framework which can be utilised within lessons by staff.</li> </ul>	<p>KESSP Package-</p> <p>£500 CCIU subs for PE</p>	<p><b>Outcomes and Impact KESSP</b></p> <ul style="list-style-type: none"> <li>Support for PE Curriculum in sports: hockey, tennis, basketball.</li> <li>Additional coaching in sports: dance, basketball, hockey.</li> <li>Coaching Competitions.</li> <li>PE coordinator support.</li> <li>Training for Play Leaders.</li> <li>Courses for teachers: NQT/RQT Training, Active Maths Course, Balance Bikes, PE lead.</li> <li>Improved subject knowledge and confidence for CT and TA to take more of an active role within lessons.</li> <li>Assessment framework was developed for Physical Education (SPTO), which will now support in the planning and delivery of Physical Education.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to attend an AfPE accredited Safe Practice course.</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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"> <li>To ensure that PE provides children with challenge, so that they can progress in skills and be motivated to participate externally.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to ensure that planning is monitored on the school system, so that necessary challenges are provided to children within lessons. Similarly, children will be provided with club links when identified as having a talent or interest into a particular sport (Caritas Christi PE leads). PE lead to introduce an assessment into PE to monitor progress and achievement across the academic year.</li> </ul>		<ul style="list-style-type: none"> <li>All staff provided children with one hour of planned PE each week, which supported all children so they could make progress. This included provided necessary differentiation and challenge within lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Continued sports on the curriculum next year, so that staff who have received CPD training can embed their learning into PE lessons with confidence.</li> <li>Outdoor Education Week (started in 17/18), will be continued next year, as part of a 2-year programme.</li> <li>All children to participate in an inclusive sports lesson, so that they can become more aware of disabilities (link to Building the Kingdom).</li> </ul>
<ul style="list-style-type: none"> <li>Establishing a health life ethos.</li> </ul>	<ul style="list-style-type: none"> <li>School nurse to work with children throughout the year, to provide additional lessons within class in supporting children in understanding how to live a healthy lifestyle through the choices that they make.</li> </ul>	<p>See above – costing for school nurse</p>	<ul style="list-style-type: none"> <li><b>All children (Y1-Y6)</b> were able to receive a workshop from the school nurse, which educated them about the important of healthy eating in order to maintain a healthy lifestyle. Children have been using iPads to discover sugar intake of foods and drinks that they were consuming.</li> </ul>	
<ul style="list-style-type: none"> <li>Ensuring that children receive a balanced curriculum and are</li> </ul>	<ul style="list-style-type: none"> <li>All children to receive at least 1 hour of curriculum PE, which will provide them with the</li> </ul>		<ul style="list-style-type: none"> <li>PE lead introduced a long term plan, which was tailored towards staff strengths and</li> </ul>	

<p>provided with extended opportunities.</p> <ul style="list-style-type: none"> <li>Purchasing equipment, so that all children have the ability to participate in a broad curriculum without any limits.</li> </ul>	<p>opportunity to participate in high-quality Physical Education in a range of competitive, inclusive sports.</p> <ul style="list-style-type: none"> <li>PE lead to purchase additional equipment: balance bikes (EYFS and Year 1), Boccia sets (for inclusive PE) and additional equipment for football (link to the Women's World Cup).</li> </ul>	<p>£0- Football Equipment funded through the Nike Premier League Scheme.</p>	<p>provided CPD through the coaches (KESSP). Additionally, through pupil voice children were able to suggest activities that they would like as part of the curriculum. As a result of this, <b>all children</b> were able to participate in a tailored curriculum, which focused on personal challenge, competition with beginning to learn some inclusive sports.</p> <ul style="list-style-type: none"> <li>EYFS and Year 1 were able to take part in balance ability PE lessons, through using the balance bikes and following the Ready, Set, Ride (HSBC cycling scheme). Boccia Sets were used in Year 3's lesson for Spring I, so that children were aware of inclusive sport and were used when organising a Caritas Christi Boccia Festival. Finally, Year 4 and KS1 made use of the additional equipment from Nike, through their PE lessons in Summer II (this was documented on Twitter).</li> </ul>	
<p><b>Key indicator 5:</b> Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>				<p>Sustainability and suggested next steps:</p>

