



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:

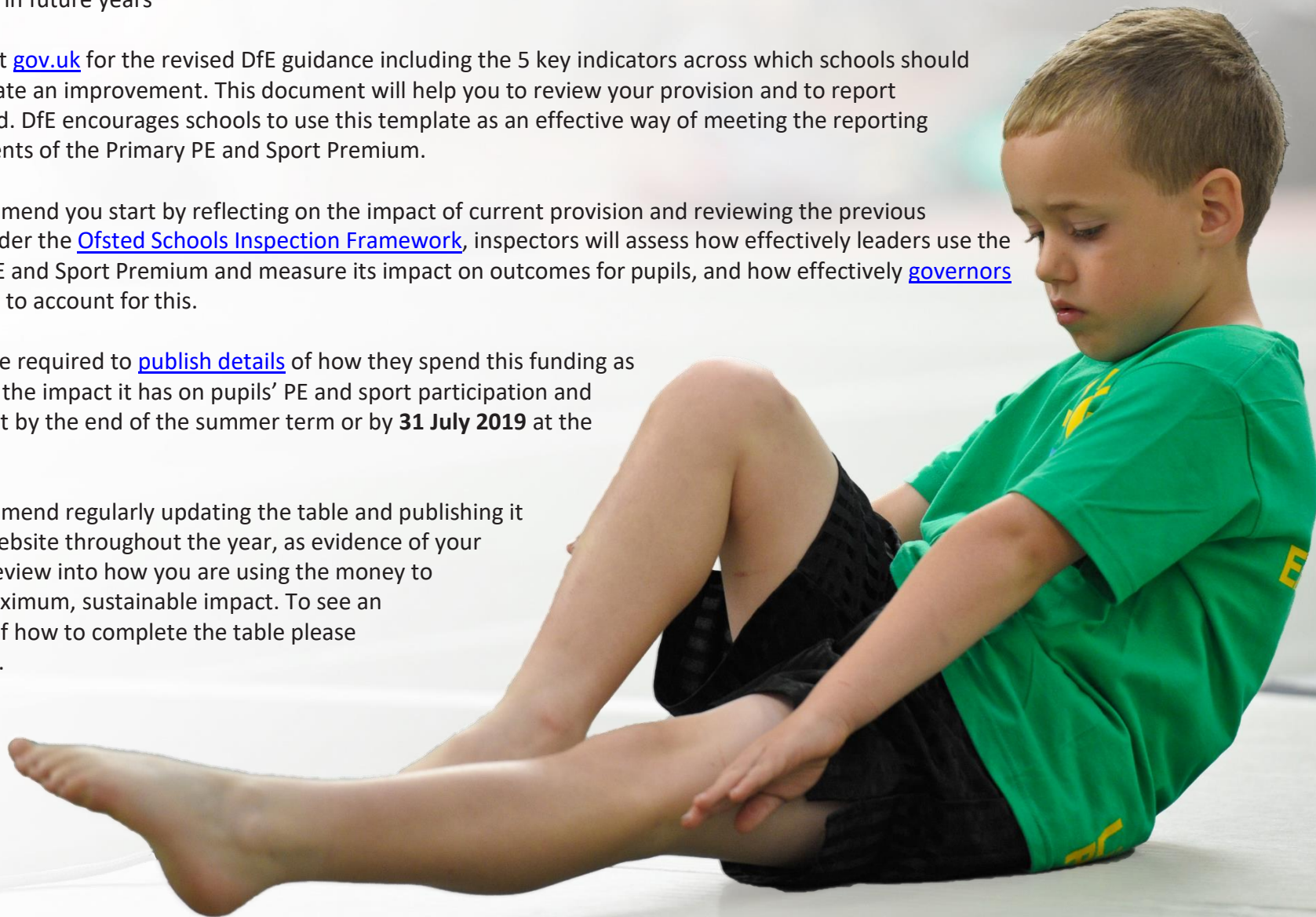
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Increased engagement in physical activity Increased enjoyment of physical activity Teachers in school upskilled and confident delivery of PE curriculum REAL PE scheme has embedded in the school Wide range of sports clubs available at the school Breakfast club involves physical activity 	<ul style="list-style-type: none"> Still tendency for a slightly greater percentage of boys to engage in physical activity at break times than girls – focus play rangers and sports coaches on ‘This Girl Can’ structure.

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.	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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

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: £ 19102	Date Updated: July 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:
				31%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
Children participate in Daily Mile	<ul style="list-style-type: none">Daily Mile key feature of each class with route established so that children can participate without impacting on other sporting activities.Engage interest in daily mile by teachers potentially running with childrenLink daily mile to the topic eg run to Norway with Vikings topic etc.	None	More children now able to run for the length of time and less walking stops. Children engaged and now ask for the daily mile to happen if a different adult is in the room. Percentage of children who exercised hard enough to breathe faster higher than Herts average 2018 questionnaire (85% school – 76% Herts)	Keep positive focus by allowing children to have a voice – new Sports Council to be set up 2019-20.
Children active and engaged at break times	<ul style="list-style-type: none">Pastoral staff organise activities at break time with focus on positive sporting attitudeThree Rivers Play Rangers work two lunchtimes a week focused on active play	£5960	Children highly engaged and active throughout break – wider variety of games played and children continue with games on days play rangers not available. A number of children have made positive connections with play rangers and now attend local sessions increasing physical activity out of	Maintain working relationship with the Three Rivers Play Rangers – with focus on engaging ‘Girls’ in physical play.

			school. 89% children said they find it easy to be physically active at break time (HRBQ 2018). This is an increase from 76% (HRBQ 2016)	
Breakfast Club has a physical activity daily	<ul style="list-style-type: none"> Qualified sports coach employed at breakfast club who starts the day for the 50 children attending breakfast club with a physical activity and mindful practise 		<p>Observations of the club.</p> <p>Popularity of club grown over the years increasing from group of 10 to group of 50 with a waiting list.</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
School has clear balance of Physical Education (PE) , School Sport (SS) and Physical Activity (PA)	<ul style="list-style-type: none"> PE lessons focused on the REAL PE scheme, which is a skills based programme focusing on developing core physical and agility skills. School Sports are a key aspect of the wider curriculum with a wide range of after schools clubs delivered at no cost to parents many of which support children's physical and emotional wellbeing Physical Activity is a key element of learning from EYFS to Year 6 supported through play rangers, daily mile, 2 hours PE Emotional wellbeing, alongside physical wellbeing is aspect of learning with strong focus on the two alongside each other. 	£2000	<p>99% of YM children responded they have done a sport listed in the past week (HRBQ 2018)</p> <p>A higher percentage of children reported they go swimming at least once a week compared to Herts – 59% v 44% (HRBQ 2018)</p> <p>Mindful practise embedded in the school and children engage in this practise daily.</p> <p>Each year group participates in at least 6 weeks Forest School each year</p>	<p>Maintain the balance achieved as we review curriculum in light of new criteria.</p> <p>Train additional Forest School Staff Member</p>

	<ul style="list-style-type: none"> Forest School teaching embedded across the school 			
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Use of specialist Sports Coaches (Primary Sporting Development) to work alongside teachers to increase teacher knowledge and confidence – with a key focus on dance.	<ul style="list-style-type: none"> Annual programme of support with focus on newly qualified, trainee and early career teachers Specialist teachers model initially progressing to team teaching and finally observing teachers and giving feedback to teachers Skills focus adapted each year to ensure balance of skills and teaching expertise is achieved 	£5490	<p>Lesson observation notes indicate that teaching is 'good' and staff are increasingly confident delivering skills</p> <p>Increased confidence teaching PE and positive learning relationships established</p> <p>Teachers increasingly confident, meeting the needs of SEND children and including them in lessons</p> <p>9/10 boys and 7/10 girls enjoy physical activity (HRBQ 2018)</p>	<p>Continue to survey staff to identify next area of focus for staff.</p> <p>Ensure NQT and new to teaching teachers are the focus for support</p>
Use of specialist staff to meet the needs of vulnerable children with 1:1 or very small group interventions – PE focussed but linked across the curriculum	<ul style="list-style-type: none"> SEND children and Post LAC children with poor co-ordination and weak core have individualised learning plans 1 afternoon/week SENDCo to liaise with PSED around individual needs to ensure best provision possible. Small group activities with active maths focused on engaging children's learning 	£4125	<p>SEND children more comfortable in PE – relationship has been established and their needs can be met more appropriately.</p> <p>Inclusive practise developed for SEND children as observed in lesson observations supported by PSED coach who is specialist in sport for disabled children.</p>	Maintain relationship with PSED
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%* (plus PSED costs)

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
Annual Health & Wellbeing Week and Feel Good Week	<ul style="list-style-type: none"> Planned activities to allow children access to a range of different sporting activities daily over the week Embed Mindful approaches and mindful practises such as yoga and core breathing Widen sporting experiences using tennis tasters, karate, tai-kwon-do etc. 	£100	Children effectively engaged in sport on daily basis. Children beginning to naturally apply Mindful breathing at times of stress/anxiety eg before tests etc.	Maintain this focus – annual event.
Mindful core breathing	<ul style="list-style-type: none"> Extending the MindUP curriculum with the PSHE Jigsaw scheme Daily Mindful breathing techniques 3 x day MindUP training 	£1500	Children and teachers confident applying the core breathing technique as a basic approach to managing anxiety	Staff now trained and process embedded in school policy and training
Free After School Clubs – wide variety many involving sports	<ul style="list-style-type: none"> All teachers to run afterschool/lunchtime club – no charge. PPG children priority access PSD employed to run selection of clubs – dodgeball, football, dance/gymnastics afterschool 	Inc in PSD costs	Opportunity for up to 300 afterschool club spaces available to children, 67% children responded they had joined a sports after school club (HRBQ 2018)	PSD staff work closely with school and able to offer ongoing support
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Engagement in the Rickmansworth Sports Partnership increasing opportunities for	<ul style="list-style-type: none"> Participate in after school competitive leagues for football, girls football, netball, rounders Local competitions including 	£2300 Annual members hip	High engagement with all children participating in inter-school activities. Strong success in gymnastics taking 2 nd	The PE leader will continue to support wider PE across the school and support the teams in after school competitions.

engagement in competitive sports – inter and intra school.	<p>kwikcricket, tag rugby, tri golf, athletics, gymnastics competitions, funruns.</p> <ul style="list-style-type: none"> Attendance by PE leader at the local PE partnership meetings (termly) 	+ £300 travel costs	<p>place and as girls' football and trigolf league winners (County finals attended)</p> <p>Local area winners rounders league.</p> <p>83% YM children responded they had taken part in competitive sports compared to 68% Herts average (HRBQ 2018)</p>	School will maintain engagement with the local sports partnership.
Gymnastics Club	<ul style="list-style-type: none"> Qualified gymnastics coach on the school staff who runs two gymnastics clubs each week. All children welcomed to club with most competent representing the school and ALL children presenting in a school display. Purchase of additional specialist gymnastics equipment to allow extension of skills 	£1000	<ul style="list-style-type: none"> Increase in demand for gymnastics places resulted in extra gymnastics club. Strong achievement at Three Rivers Gymnastic Competition 	

NB: Figures total more than 100% due to additional funding contributed from the school budget to the fund.