



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:

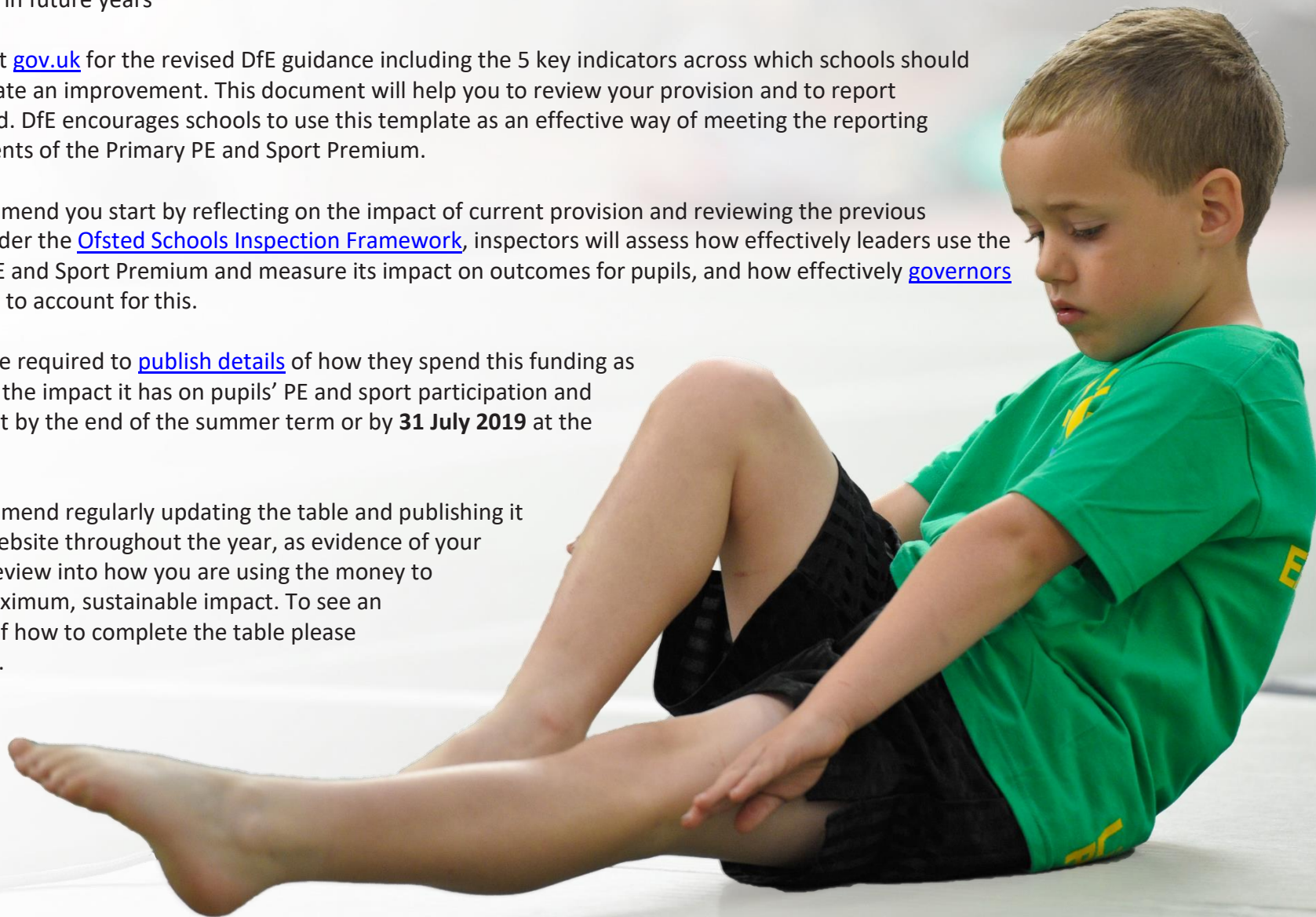
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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:
<p><u>The engagement of all pupils in regular physical activity:</u></p> <p>Active lunchtimes – we have play leaders who are led by a TA who organise, run and feedback on the effectiveness of active lunchtimes. They attend termly training opportunities.</p> <p>Intra school competitive sports competitions increasing motivation and engagement during playtimes.</p> <p>Participation in Dartmoor Schools Partnership (DSSP) 100% of the children in school have accessed their input through class teaching to events and competitions.</p> <p>Whole school sports day where all children participate in the majority of the events competitively.</p> <p>SEN pupils having THRIVE interventions which are based on being active to support well-being, ability to regulate and in turn their ability to access learning in the classroom.</p> <p>Broad range of clubs increasing engagement – staff or specialist coaches running PE and sports clubs – football, Dartmoor 3-ball, pony club, bike club, chill out club, tiger teams, running club, high five, girls active.</p> <p>Intervention through fun fit programmes for those who need support in developing their gross motor skills.</p> <p>Target of pupil premium children for active engagement in clubs on offer – priority for places when needed.</p>	<p>To have 100% participation in attending at least 1 event throughout the year. Potentially there was going to be 100% but two events were cancelled due to weather and we couldn't get to the second date.</p> <p>Look at bringing creativity into playtimes and being active, activities such as skipping promoted and improvements measured – challenges set by play leaders.</p> <p>Timings have changed for DSSP activities to during the school day so we will need a plan about accessing these events.</p> <p>Active interventions for children to improve mental and emotional well-being, gross motor skills, behaviour. To feed into THRIVE and academic improvements. To see an increase in participation in sports clubs (in and out of school) by those children on THRIVE interventions over the year.</p> <p>Increase resources such as balls, skipping ropes and playground games including circus skills type activities.</p> <p>Sustain participation of girls in sport by maintaining girls active club.</p>

Target pupil premium to access alternative sporting days provided by DSSP.
Supporting of transport to the events for increased engagement.

Termly walk to school days.

The profile of PE and sport being raised across the school as a tool for whole school improvement:

PE co-ordinator updating and informing on events through the school weekly newsletter and social media sites.

PE co-ordinator supporting teaching assistant staff in school assemblies to promote active playtimes.

Celebration assemblies each week where play leaders hand out certificates to children who have participated well or made improvements in their skills. Also for celebrating the participation and success of those who have attended events and achievements in their own sporting interests outside of school.

Promoting links between local clubs such as Widecombe Sporting group and tennis club. PE co-ordinator attends AGM of the group and other relevant meetings throughout the year to encourage family participation in tennis and other activities they run.

Linking PE and the school sport to our school development plan – targeting pupil premium and SEN children.

CPD for staff.

School clubs – greater variety of sports clubs on offer and to include all year groups over the period of a year.

Young play leader training and networking has shared best practice.

Increased confidence, knowledge and skills of all staff in teaching of PE:

Support from specialist coaches, link teachers and school sports co-ordinator on lesson planning, engagement, differentiation, inclusion and progress of pupils.

CPD offering staff the opportunity to develop their PE and sport expertise which will benefit those they are teaching (this year student teachers also accessed this CPD).

Broader experience of a range of sports and activities offered to all pupils:

Active playtimes with the help of PE co-ordinator and TA who help to organise, run and feedback on the effectiveness of active playtimes. Golden mile was also trialled and used at times.

Participation in DSSP – 90% of children in school have attended at least one event throughout the year with 100% of children benefitting from DSSP teaching and expertise. Events include cross country, cyclo cross, football, lifesaving, body language, dance festival, tag rugby, beach festival, play leader conferences, handball.

Weekly Widecombe Woodlander sessions for all R and year 1 pupils.
Celebration days – sports day, comic relief, year 2/3 Widecombe woodlander morning, whole class reward with games morning on the field or up to the village tennis court and park.

Clubs – staff or specialist coaches running PE and sports clubs tag-rugby, football, Dartmoor 3-ball, cycle club, running club, chill out club, pony club, handball.

Increased participation in competitive sport:

Participation in DSSP 90% of children have attended at least one event throughout the year.

Increase in girls participation with continuation of girls active club, this has increased confidence levels and girls willing to volunteer to be in competitive teams.

THRIVE work has resulted in an increase in participation of
Participation with local schools with after schools competitions and also comparing scores in active playtimes across other schools such as cup stacking,

ball throwing.

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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, 000	Date Updated: July 19	
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:
				71%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to provide active playtimes and lunchtimes for all children	Play leaders attend termly conference and train in leadership.	£ 2100	4 children per term attend play leaders conference with designated adult in charge of supporting children with their role. These children are upskilled and feedback to rest of the class.	3 members of staff and a volunteer trained in THRIVE to ensure it is a whole school ethos.
To increase and sustain pupils DPA	Play leaders to support and organise active events in school.	£100		Third term play leader conference to be attended by year 5 pupils to ensure progression.
Additional swimming provision	Set up intra schools competitions at playtimes.	£180	All children have access to active lunchtimes every day. Whole school participation throughout the week.	Children to be taught games they can set up and run independently on a weekly basis.
Daily running or yoga session in Webburn class through winter months when access to outside learning is more limited.	Additional swimming lessons for targeted year 5/6 pupils.	£4700	DSSP buy in enhanced package.	SEN interventions to have a physical target to ensure developing gross and fine motor skills, fitness, mental health and well-being.
Participation in DSSP	Weekly timetable in r/y1 class to alternate between yoga and daily run throughout the week during autumn 2 and spring 1 terms.	£3900	100% of children have achieved the required standard for swimming.	TA to support interventions including fun fit, tiger teams, and THRIVE daily.
Fun fit, THRIVE, Tiger team intervention programmes to develop gross motor skills and to support with emotional and behavioural needs.	Fun fit training	£500	Sustain the children's stamina for running greater distances. They increase the number of laps they can do over time. Children record their achievements and set about improving on them each time.	
Pupil Premium pupils targeted for active engagement in school clubs and active playtimes.	THRIVE training			
	Personal invites sent out to PP children to attend clubs.			
To provide outdoor learning sessions	Ensure Widecombe Woodlanders is		Enthuse children with wanting to	

one morning a week for R and y1 children.	adequately resourced to enable activity whilst out in the woods.		<p>run, participation in Friends fun run had increased from younger children.</p> <p>Children know how to control breathing, relax, hold shapes. Improved focus in class reported by class teachers.</p> <p>100% of pupil premium children accessing DPA and after school clubs.</p> <p>All R and Y1 children to access outdoor learning one morning a week in the woods throughout the year.</p>	<p>To increase outdoor learning opportunities into the other two classes on a frequent basis.</p> <p>Learning in the outdoors inspires the children with ideas of what to do when outside, reports of families whose children have copied ideas from outdoor learning and done at home such as den building, making a swing, going on nature walks.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>PE co-ordinator to report on PE events in weekly newsletter and administrator to report on achievements and activity on social media site.</p> <p>Support play leaders in assemblies promoting what they do and giving weekly rewards to participants who have success.</p> <p>During weekly celebration assemblies celebrate sporting achievements both</p>	<p>Weekly newsletter to include any relevant sports or Widecombe woodlander updates.</p> <p>PE co-ordinator to attend assemblies regularly to promote events coming up and to report on events that have happened. To celebrate success.</p> <p>Provide play leaders with certificates and rewards. Reward including end of year treat for play leaders.</p>	£250	<p>PE priorities are highlighted in whole school development plan keeping PE profile raised.</p> <p>Governors kept informed and monitor progress.</p> <p>Appropriate equipment to support teaching and play leaders.</p>	<p>All staff aware of SDP and priorities for PE. Yearly review of SDP.</p> <p>Regular audit of equipment.</p> <p>Regular meetings with SSCO</p> <p>Increase of children attending out of school clubs in the local community.</p>

in DSSP events and out of school clubs like riding, judo etc.	Time for co-ordinator to meet with subject leaders and work on School development plan.	£500		
Link PE into school development plan.	Resources for PE, school sports and play leaders.	£500		
Ensure well-resourced for PE lessons and active playtimes.	Buy into DSSP enhanced package.	£as above		
Buy into DSSP to maintain opportunities and to ensure high quality lessons.				

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:
<p>Support from specialist teachers on lesson planning, engagement, differentiation, inclusion and progress of pupils. Ensures high quality PE for all children throughout the school.</p> <p>CPD – offering staff the opportunity to develop their PE, and sport expertise. This has meant that opportunities to be active are provided at break times, lunchtimes and DPA sessions.</p> <p>Ensure access to appropriate equipment.</p>	<p>PE co-ordinator to keep staff updated with developments.</p> <p>Staff given opportunity to attend INSET training including annual conference on a variety of PE sessions.</p> <p>Continue to use PEDPASS planning and assessment tool.</p> <p>Buy into enhanced schools sports package.</p>	<p>£as above</p> <p>£500</p> <p>£as above</p>	<p>Weekly PE sessions with specialist teacher, children are motivated and engaged to join in with the sessions with a different member of staff. Each session is carefully planned to match the need of the children and their abilities.</p> <p>All y2, 3, 4, 5 & 6 children access a specialist PE teacher once a week for the school year.</p> <p>All above children achieving at least ARE standard. Those working at greater depth have opportunities to coach and support other children.</p> <p>Monitoring by PE co-ordinator and governor with PE responsibility.</p>	<p>Teachers are upskilled and confident to teach rest of the PE sessions each week. PE co-ordinator to support staff with planning and delivery as well.</p> <p>Play leaders and active lunchtimes will continue as the next group of children are trained by those already play leaders.</p> <p>Children are upskilled and meeting ARE so staff can teach progressively.</p> <p>Continued access to staff inset and CPD opportunities.</p> <p>Accurate and detailed information passed on at transition time.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12.5%
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: Active playtimes for all pupils. Lunchtime activities organised and run by trained play leaders.</p> <p>Golden mile type activity was trialled alongside yoga in R and Y1 class through Autumn 2 and spring 1.</p> <p>Participation in DSSP – 90% of children in school have attended at least one event throughout the year with 100% of children benefitting from DSSP teaching and expertise.</p> <p>Weekly Widecombe Woodlander sessions for all R and year 1 pupils.</p> <p>Clubs – staff or specialist coaches running sports clubs. Link to local sporting community groups and clubs.</p> <p>Girls active project to increase the participation of girls in PE and sport.</p> <p>Opportunity for pupil premium children to attend alternative sports festivals.</p> <p>SEN children offered interventions that are based on activity and fitness using THRIVE approach, fun fit and Tiger teams activities.</p> <p>Opportunities for children to experience outdoor/active learning opportunities whilst developing lifelong learning skills. Inspire days linked to termly topic based trips.</p>	<p>Play leader conferences termly, four children, one member of staff. Release costs and transport costs.</p> <p>Timetabled into daily timetable when weather meant more limited opportunity to outdoor learning. Aim was for children to increase heart rates for minimum of 2 minutes. Yoga session was to focus on breathing and core stability.</p> <p>DSSP buy in.</p> <p>Work with DSSP and 2 other primary schools to provide opportunities for girls to access a range of sports and activities.</p> <p>Attend AGM and sit on the committee of local sporting group.</p> <p>Develop leaders to act as role models to the other girls at school.</p> <p>Transport/staff costs.</p> <p>Staff trained in THRIVE, Fun fit, Tiger teams interventions. Inset. Time for staff to plan and prepare and resource – shared with SEN budget.</p>	<p>£ as above</p> <p>£ as above</p> <p>£ as above</p> <p>£50</p> <p>£100</p> <p>£150</p> <p>£ as above £200</p>	<p>Active playtimes announced each lunchtime, pupils timetabled with responsibilities for each day and outside area. Accessible for all children. Adults present to engage and encourage participation. Children targeted to be included. Always children playing the set up games.</p> <p>Weekly celebration in assembly for play leaders and active children in school.</p> <p>Children partaking in out of school fun runs, a parenting running club emerged for the time we did our in school running.</p> <p>Good variety of clubs on offer, school awarded silver by the school games for participation in sports and clubs.</p> <p>Pupil premium children accessed beach sports festival.</p> <p>SEN interventions – IEP's reviewed and THRIVE action plans in place showing evidence.</p> <p>Whole school trips to beach and adventure park.</p>	<p>As long as the resources are updated and replaced and it remains sustainable.</p> <p>Ensure access to termly play leader training with key staff member with responsibility and ownership of play leaders.</p> <p>Children as positive role models.</p> <p>Positive links between school and families to encourage annual subscriptions into local sporting group for life long habits.</p> <p>Children to become inspired to join clubs and do different activities in their leisure time.</p>
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	Offsite opportunities for all children that include a range of outdoor and adventurous activities and skills. For all year groups. Coach/minibus hire.	£1500		
Key indicator 5: Increased participation in competitive 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:
90% of children have attended at least one event throughout the year (could have been 100% but weather meant an event was cancelled). Girl's active club, this has increased confidence levels and girls willing to volunteer to be in competitive teams. THRIVE work has resulted in an increase in participation of SEN pupils and 'hidden' children in after school clubs and taking part in intra school competitions.	All classes have the opportunity to attend sports festivals organised by DSSP. PE co-ordinator to enter teams for a range of events as well as those linked to curriculum. Sports kit for competitions, sports day and festivals, spare kit for lessons. Supply costs for staff to attend events. Transport costs.	£300 £150 As above As above	Gained a silver mark in the school's games awards which reflects pupil participation. Girls were willing to volunteer to take part in the lifesaving festival at the end of the summer term. Year 2/3 girls requested pe co-ordinator arrange a friendly girl's football match against local school. 3 year 2 girls willingly volunteered to participate in the KS1 football 5 a-side having never played competitively before. 'Hidden' children now have scores next to their names in intra school competitions. Also children on SEN support or EHCP's have a higher participation in after school clubs.	Continuation of the enhanced package from DSSP so that we can access events. Continuation of girl's active, look at succession. As year 6 girls leave look at who is going to replace and ensure hand over before end of school year. Continue to have an adult taking the lead in this role. Continue to celebrate achievements and participation through school with displays, newsletter, certificates, celebration assemblies, incentives. Encourage links to be made with local sports clubs. Ensure a good range of clubs on offer that suit PP, SEN, 'hidden' children. Continue to

				personally invite targeted children and support parents with helping children to attend.
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