



# 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:   |
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| <ul style="list-style-type: none"> <li>• Silver School Games mark achieved July 2018,</li> <li>• Silver Quality Start mark achieved June 2019,</li> <li>• Whole school Gymnastics CPD delivered April 2019,</li> <li>• Implementation of Indoor Athletics across KS2 linked with Growth Mindset and Christian Value perseverance April 2019,</li> <li>• Outdoor Education training provided Spring 2019,</li> <li>• Implementation of a Key Stage 1 well-being daily walk,</li> <li>• Increased percentage of pupils meeting Key Stage 2 expectations for swimming – from 56% in 2018 to 89.6% in 2019,</li> <li>• Increase of pupils participating in sporting after school clubs from 66% in 2018 to 69% in 2019,</li> <li>• Greater percentage of PP accessing a wider range of sporting opportunities from 50% in 2018 to 78% in 2019,</li> <li>• Investment in new KS 2 play equipment, 2018, has supported active playtimes,</li> <li>• Funding to train the PE co-ordinator continues to have a positive impact on the provision of PE across the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Implement outdoor learning across all year groups,</li> <li>• Measure the impact of gymnastics CPD,</li> <li>• Further development of a ‘well-being walk’ across Key Stage 2 with clear links to the school’s values,</li> <li>• Improved provision during break and lunch times based on the completion of the school’s MUGA and re-surfacing of the school’s playground,</li> <li>• Based on the trial of summer term activities with Year 5 pupils, develop sports leaders across the next academic year to provide improved opportunities for active break and lunch times,</li> <li>• Development of skills progression in PE to focus on key sports,</li> <li>• End of unit intra-school competitions provide pupils with greater opportunities for pupils to compete.</li> </ul> |

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| 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?<br><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school. | 86%                               |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  | 65.5%                             |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | 89.6%                             |
| 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?                                    | 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: £                            | Date Updated:  |  |
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| <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:  |
|   |   |  |  | %  |
| <b>Intent:</b>  | <b>Implementation:</b>  |  | <b>Impact:</b>   | <b>37.7% (Package)<br/>1% (supply)<br/>11.8% (equipment)</b>   |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:   | Funding allocated:                                 | Evidence and impact:   | Sustainability and suggested next steps:   |
| Subject Leader undertook training on 30 Active Minutes in order to up-skill own knowledge and provide CPD to the rest of the staff.   | Subject leader to attend training on 30 active minutes at PE conference on 25 <sup>th</sup> February 2019 | Part of the Sports Partnership A package. (£6,200) | Following CPD, Spring INSET, teachers have an improved understanding of current research and the positive impact of physical activity on pupils' well-being. | Implementation of KS 2 daily well-being walks. Pedometers to be used as a motivational tool for pupils across KS 2.                                  |
| Pupils across KS 1 to participate in 30 minutes of regular physical activity.   | SLT to provide time in staff meeting to train staff and set clear expectations in place.                  | One day supply teaching : £165                     | Pupils across KS 1 participate in a daily well – being walk at 2:15pm.   | Once class in each phases, (Yr 1 – 2, Yr 3 – Yr 4, Yr 5 – 6) to trial the use of 'Active time Timetables' and measure the impact across a half term. |
| Raise the profile of physical activity across Key Stage 1.  | Key Stage 1 timetable to be adjusted to include a 'well-being walk.'                                      |  | Pupils across EYFS and KS 1 participate in daily Jump Start Jonny sessions in increasing their participation in physical activity.                           | The same teachers to use activity heat map tool to assess activity.  |
| Staff to recognise the role of physical activity on pupils' well-being.   |   |  |  | Collect pupil and staff voice on the impact of the well-being walk and Active Timetable.   |

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| <p>Provide Active lunchtimes so all pupils have the opportunity to be active at lunch and are exposed to a range of activities.</p>   | <p>Organise key members of staff to provide a wider range of physical activities: basketball, football and netball.</p> <p>Order a wider range of resources that support a wider range of physical activities: basketball nets, netball hoops, KS 1 resources (three hoop) balls.</p> <p>Based on the peer mediator initiative the HT to train key pupils in leading and facilitating a wider range of physical activities: ball games, parachute games, nature hunts.</p> | <p>£1,944 as part of equipment</p>  | <p>Organised games/clubs were run by SLT during lunchtime: netball, football and basketball.</p> <p>KS1 were provided with shed and resources, which are regularly used during lunch times.</p> <p>Peer mediators are regularly used to provide lunchtime activities for pupils in Key Stage 1.</p> <p>During the second half of the summer term, the school began to use pupils in leading sports: cricket and athletics.</p> | <p>To audit and purchase resources to run lunchtime clubs.</p> <p>Facilitate time for Staff to run lunchtime clubs in areas of specialism.</p> <p>Facilitate improved training, linked to the new playground markings, for peer mediators in leading physical activity during both lunch and break times.</p> <p>Use sports leaders to run activities for KS 2 pupils during lunch times.</p> <p>As identified in the report, develop 'Little Leaders' in line with a local school.</p> <p>To set clear expectations on the use of the MUGA during break and lunch times.</p> |
| <p>Provide pupils with a broad range of Sport clubs.</p> <p>Provide pupils with the opportunity to experience new sports with the chance to represent the school in competitive events.</p> | <p>The PE lead to organise clubs for each term.</p> <p>Teachers to run and organise a range of clubs across the year.</p> <p>Track the number of pupils who attend after school clubs.</p>   | <p>No costing to this as it was absorbed in current roles and responsibilities.</p> | <p>Across the year, pupils have been offered a range of clubs: football, netball, basketball, gymnastics, dance and athletics.</p> <p>After school club attendance is 87% with 69% of pupils attending</p>   | <p>Continue to offer a range of after school clubs, which prepare pupils for key events including kwik sticks and tag rugby.</p> <p>Create greater community links, which will help to provide</p>  |

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|  | Use tracking system to target pupils and key groups during the Summer Term.  |  | <p>at least 1 sporting club.</p> <p>Whole School – 69% + 3% on the previous year.</p> <p>KS2 – 80% -4 % on the previous year.</p> <p>KS1 – 47% + 5% on the previous year.</p> <p>PPG – 78% + 28% on the previous year.</p> <p>During the Summer Term, 10 pupils were targeted and invited to attend the school's Change for Life club.</p> | a wider range of clubs: Bognor Regis Cricket Club, karate.  |
| <b>Intent:</b>   | <b>Implementation:</b>   |  | <b>Impact:</b>   | <b>45% (Total)</b>  |
| School focus with clarity on intended <b>impact on pupils:</b> | Actions to achieve:  | Funding allocated:                                 | Evidence and impact:   | Sustainability and suggested next steps:  |
| Provide greater opportunities for active lunchtimes.           | <p>Use Sports Premium Funding to pay for the re-surfacing of the playground and the re-marking of the playground.</p> <p>Use pupil voice to identify the new markings.</p> <p>Evaluate the impact through pupil voice.</p> | <p>Resurfacing: £4,165</p> <p>Markings: £3,229</p> | <p>Re-surfacing is to be completed during the summer holidays 2019 along with the MUGA (funded through the Healthy Living Capital Funding grant).</p> <p>The impact of the re-surfacing and the new markings will be measured in the Autumn Term 2019.</p>   | <p>The new facilities will provide pupils with greater opportunities for active lunchtimes.</p> <p>Greater space provided by the MUGA will support safer break and lunch times.</p> |

| Key indicator 2: The profile of PE and sport is being raised across the school as a tool for whole school improvement  |   |  |  | Percentage of total allocation:<br><b>5% (supply and resources)<br/>37.7% (Sports Package)*already accounted for</b>  |
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| Intent:  | Implementation:   |  | Impact:  |   |
| School focus with clarity on intended <b>impact on pupils</b> :  | Actions to achieve:   | Funding allocated:   | Evidence and impact:   | Sustainability and suggested next steps:  |
| <p>Pupils to participate in regular outdoor learning opportunities.</p> <p>Greater outdoor learning opportunities with help to improve pupils' wellbeing.</p> <p>Greater opportunities to develop pupils' confidence and resilience.</p> <p>Greater opportunity to develop pupils' communication skills.</p> <p>Make full use of the school's grounds and nature area.</p> | <p>Identify key members of staff to attend training.</p> <p>Research and identify the course for staff to attend.</p> <p>Create a plan/ timetable so all pupils across the school are able to access outdoor learning opportunities.</p> <p>Purchase appropriate materials/ resources to run outdoor learning activities.</p> | <p>£480 (three days for supply teacher).</p> <p>£195 (resources)</p> | <p>Two members of staff attended training and completed the LOTC training which was funded by Sussex Wildlife Trust.</p> <p>During the Summer Term, 17 pupils attended an Outdoor Learning Club. Pupil voice from the sessions demonstrates the positive impact on well-being and ability to work as a team.</p> | <p>Trained staff to disseminate the training during three INSET pm sessions: Autumn, Spring and Summer</p> <p>Clear timetable created with a progression in skills from the LOTC training.</p> <p>The implementation of outdoor learning has been put into the school's yearly overview so classes 1 – 6 will participate in six sessions across the year.</p> <p>EYFS to participate in 1 outdoor learning day each term</p> <p>Designated TA to support the weekly lessons.</p> |

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| <p>Pupils to participate in and experience a wider range of sports.</p> <p>Pupils are to compete in a range of events.</p> <p>Intra and inter school events are organised to raise the profile of PE across the school.</p> <p>New ways of communicating sporting success are shared with the school community and stake holders.</p> | <p>Buy into West Sussex SSP package.</p> <p>School to apply for the Sports Quality Mark.</p> <p>School to apply for the Quality Start Mark.</p> <p>Subject leader to be given the time to collect the evidence.</p> <p>Create checklist of criteria to achieve awards.</p> <p>Apply for both awards.</p> <p>Identify key events for the school to participate in.</p> <p>Identify adults to lead and attend key events.</p> | <p>Part of the Sports Partnership A.</p> <p>£160 - day supply for SL to collect evidence.</p> | <p>The school achieved silver for Sports Quality Mark and the Quality Start Mark.</p> <p>Parental engagement was evident during the Huff and Puff festival, July 2019 with 67% of parents attending the event.</p> <p>The awards focused on the provision and impact the school provides – see accreditations.</p> <p>61% of pupils across KS 2 have represented the school in a range of sports, which is an increase of 16% from 2018. Over the past two years 50% of KS 1 have represented the school.</p> <p>The school has entered a range of teams to different sporting events: basketball, handball, new age curling, boccia and quad kids.</p> <p>Pupils across the school participated in a non-traditional sports day competing in tri golf, dodgeball and ultimate Frisbee.</p> | <p>For the next academic year, the school will buy into the package.</p> <p>Continue to maintain Silver accreditation for both awards and put actions in place to achieve Gold.</p> <p>Develop and embed a wider range of competitive opportunities for pupils across KS 1 and KS 2.</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport                       |   |                              |  | Percentage of total allocation:   |
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|   |   |                              |  | 11.8% (equipment)* )*already accounted for  |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:   | Funding allocated:           | Evidence and impact:   | Sustainability and suggested next steps:  |
| Implementation of Indoor Athletics which will be linked to growth mind set and school value of perseverance/ endurance. | <p>Purchase Indoor Athletics equipment.</p> <p>Provide training for Indoor Athletics.</p> <p>Each KS2 class to run Indoor Athletics for half a term and record their results.</p> <p>PE subject leader released to monitor the impact of the lessons: both qualitative and quantitate data.</p> | £1,944 as part of equipment. | <p>Pupils across Key Stage participated in a 6 week Indoor Athletics unit.</p> <p>Data from Indoor Athletics saw general trends of improvement with pupils performing better when comparing week1 to week 6. (See in school data and Governor reports).</p> <p>Pupil voice:<br/> <i>"I really enjoyed indoor athletics because every week I had the chance to improve my score. I think I improved and would like to do it more often"</i><br/> <i>"I enjoyed indoor athletics because I have now become faster".</i><br/> <i>"I enjoyed indoor athletics because we got to work in a team. I enjoyed trying to beat my time. I improved because I beat my time almost every week"</i><br/> <i>"I enjoyed it, it taught us to keep fit. If you don't succeed you can listen to advice."</i> </p> | <p>Continue to timetable Indoor Athletics into PE long term plan.</p> <p>Continue to measure impact of Indoor Athletics through tracking sheets and pupil voice.</p> <p>Link Indoor Athletics to other subjects e.g. Maths an computing to measure progress and impact.</p> |

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| Raise the profile of gymnastics.<br><br>Through effective CPD, ensure greater consistency of gymnastics and improve the quality of teaching and learning in Gymnastics. | Subject leader to organise for a gymnastics specialist to provide training.<br><br>Subject leader to arrange time during INSET for all teachers to receive training.<br><br>Subject leader to block the teaching of gymnastics during Autumn 2019.<br><br>Subject leader released to monitor the impact of the training, Autumn 2019. | Part of the Sports Partnership A. | Positive feedback from staff regarding CPD.<br><br>Resources from session have been kept to be used when Gymnastics is taught during the Autumn Term 2019. | Subject Leader to observe lessons to measure impact of training.<br><br>Keep and share resources of training to be distributed among staff.<br><br>Gather staff voice about confidence in teaching gymnastics.<br><br>Gather pupil voice about gymnastics lessons. |
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

**37.7%**  
**(Sports Package) \*already accounted for**

| Intent:   | Implementation:  |                           | Impact:   |   |
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| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated:        | Evidence and impact:  | Sustainability and suggested next steps:  |
| Design the PE long-term plan so pupils get a balanced and broad curriculum with a range of sports.<br><br>Ensure greater consistency in the assessment of PE so all pupils are tracked across the school. | Subject leader to update PE long term plan identifying the key sports and progress across the school.<br><br>Share long term plan and expectations with all teachers.<br><br>Ensure the school's current planning documents (scheme) meet the needs and expectations | Supply covered in school. | Through observations, the PE co-ordinator noted that there was greater consistency in the teaching of PE across the school.<br><br>Teachers are following the long term plan.<br><br>In school tracking shows that an improved number of pupils are working at the expected level | Ensure planning is available to all lessons.<br><br>Further monitor the quality of teaching across the school and develop systems for moderation.<br><br>Ensure that teaches are tracking pupil progress and attainment in the skills area. |

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|  | <p>of our pupils.</p> <p>Set clear expectations regards the assessment and tracking of key skills across the curriculum.</p> <p>Monitor what is being taught in PE lessons.</p>               |   | <p>across Key Stage 2. (Summer 2018: 73.7%, 2019: 80.7%)</p>  | <p>Ensure greater consistency in the teaching of dance and gymnastics across the school.</p> <p>Further develop the role of middle leaders to monitor the quality and consistency of PE.</p>   |
| <p>Provide pupils with the opportunity to participate in inter school events. Use SSP package to provide inter school events.</p> <p>Through the Regis Package ensure pupils across the school have the opportunity to experience a range of sports.</p> | <p>Purchase the Regis package.</p> <p>Subject leader to attend the SSP meeting.</p> <p>Subject leader to identify key events and sign up for them.</p> <p>Identify and invite key pupils.</p> | <p>Part of the School's Sports Partnership package A.</p> | <p>During the year, 50% of pupils represented the school in Key Stage 1.</p> <p>During the year, 61% of pupils represented the school in Key Stage 2. This is an increase of 16% from 2018 where 45% represented the school. (Please note Area Athletics was cancelled in 2018).</p> <p>In July 2019, all pupils across the school participated in a range of non-traditional sports: tri golf, dodgeball and ultimate Frisbee.</p> | <p>Continue to use funding to provide children with a range of sports events by paying into the Sports Partnership.</p> <p>Use tracking system to measure the amount of pupils taking part and the positions of competitive events so progress can be measured.</p> <p>Identify events at the beginning of each term, so clubs reflect the competitive events.</p> <p>Provide pupils with the opportunity to participate in competitive swimming events.</p> |
| <p>Provide a wider range of clubs for pupils across the school.</p>  | <p>Identify outside sports coaches that can run afterschool clubs: gymnastics and football for years 1 – 4.</p> <p>Identify teachers to lead a sports club.</p>                               | <p>No cost associated.</p>                                | <p>The percentage of pupils attending sports clubs has increased from 66% in 2018 to 69% in 2019.</p> <p>Wider range of clubs were offered to pupils: outdoor learning,</p>   | <p>Continue to improve the provision of sports clubs for KS 1 pupils during the Autumn Term as identified in a parent questionnaire (Summer 2019).</p> <p>Set the clubs and the school's</p>   |

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| Greater proportion of PP attend sports club therefore experiencing a broader range of sports. | Continue to ensure that all staff prioritize PP/vulnerable pupils for attendance to after school clubs and additional curriculum provisions.   |  | gymnastics, basketball, netball.<br><br>Through targeting pupils, the percentage of PP attending sports clubs has increased from 50% in 2018 to 78% to 2019.<br><br>Results from the new Parent View questions stated that 85% felt that the school offered clubs and activities with 57% strongly agreeing that the school offered clubs and activities. | expectations of what pupils need.<br><br>Set sports inline with national and international events: 6 nations, Olympics.<br><br>In line with the Active Mark, make greater community links: Bognor Regis Cricket, Swimming and athletics team.<br><br>Continue to prioritise PP and vulnerable pupils to attend sports clubs. |
| <b>Key indicator 5: Increased participation in competitive sport</b>                          |  |  |   | Percentage of total allocation:  |
|   |  |  |   | <b>37.7 % (Sports package)<br/>*already accounted for</b>  |
| School focus with clarity on intended <b>impact on pupils:</b>                                | Actions to achieve:  | Funding allocated:                                 | Evidence and impact:  | Sustainability and suggested next steps:   |
| Use SSP package to provide opportunities for pupils to participate in competitive events.     | Purchase the Regis package.<br><br>Subject leader to attend the SSP meeting.<br><br>Subject leader to identify key events and sign up for them.<br><br>Identify and invite key pupils. | Part of the School's Sports Partnership package A. | During the year, 50% of pupils represented the school in Key Stage 1.<br><br>During the year, 61% of pupils represented the school in Key Stage 2. This is an increase of <b>16%</b> from 2018 where 45% represented the school. (Please note Area Athletics was cancelled in 2018).  | Continue to use funding to provide children with a range of sports events by paying into the Sports Partnership.<br><br>Use tracking system to identify the progress made in competitive events and the impact of improved provision.  |

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| Implement Intra-school events so pupils are provided with greater opportunities to compete against each other in a range of sports and to applying their learning from PE lessons. | <p>Organise the curriculum so each phase teaches the same sport.</p> <p>Facilitate time for key year groups to compete against each other.</p> <p>Link the attainment to the school House System and the school value of Kononia.</p> <p>Organise dates for pupils to compete against each other.</p> <p>Promote the events on the school's website and newsletters.</p> <p>Subject leader released to organise a whole school sports day: EYFS and KS 1 am and KS 2 pm.</p> | Cost of supply teacher.<br>(Covered in school). | <p>The new organisation of PE, which was introduced in the Summer Term, has provided pupils with greater opportunities to participate in competitive events.</p> <p>During the summer term, 2019 the school focused on striking and fielding games.</p> <p>Years 1 &amp; 2 competed in a modified version of rounders.</p> <p>Years 3 &amp; 4 competed in an intra rounders competition.</p> <p>Years 5/6 competed in an intra cricket competition.</p> | <p>Long term plan to be modified to provide opportunities for competitive events in invasion games during Autumn 2019, Spring 2020 and Summer 2020.</p> <p>Key focus on a skills progression using the in school tracking system.</p> |
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