



# 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](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. 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:
<p>1. During 2017/18 a number of initiatives were introduced to Halfway Junior pupils, which has had a positive impact on their health and well-being as well as their physical fitness and readiness to learn.</p> <p>In 2017/18 the Monday mile was introduced to develop pupils' fitness levels and to raise awareness of the importance of physical activity for individual health. This took place every Monday Lunch time and was participated in by 25% of the school. There were many positive results seen from this activity in particular:</p> <ul style="list-style-type: none"> <li>• Increase in the number of children completing the distance in a shorter time</li> <li>• Increase in the number of pupils managing to complete the mile without stopping</li> <li>• Pupils being observed encouraging other and developing team spirit and leadership skills</li> <li>• Pupils devising new ways to tackle the course i.e. walk ten steps and run ten steps</li> <li>• Pupils' engagement and concentration in activity following the Monday mile was greatly improved, less passive behavior, greater perceived levels of alertness</li> </ul> <p>2. During 2017/18 a number of new extra-curricular clubs were introduced at Halfway to enhance and broaden pupils' experience in PE and Sport activities. This has encouraged different children, who do not favour traditional sports, to attend an out-of-hours club. This has increased engagement to provide more opportunity and has addressed the needs of a different group of pupils. The clubs offered were: karate, football, cricket, tennis, circuits, multi-sports, badminton.</p>	<p>1. During 2018/2019 we intend to re-launch the Monday Mile as we recognize the value it has in a variety of areas.</p> <p>We need to address the following areas:</p> <ul style="list-style-type: none"> <li>• Consider monitoring a baseline during week 1 of the pupils' ability to complete the Mile i.e. Video capture, % finishing within certain parameters i.e. &lt;10 minutes , &lt;15 minutes , &lt; 20 minutes &lt; 25 minutes etc</li> <li>• Consider how to measure the impact of the Monday mile on behavior during period after the activity</li> <li>• Consider alternatives for inclement weather days i.e. Go Noodle etc</li> </ul> <p>2. Consider how attendance of all pupils at extra-curricular clubs is monitored. Consider feasibility of a whole school register which records the attendance of all pupils and serves to identify those not attending any activities. Cross reference SEND and PP pupils within this as there may be cross-over and could be a useful tool for identifying specific pupils who do not currently access any school provision. Consider adding onto this tool those attending festivals and competitions. Use this tool to capture existing baseline data and therefore, use in future to target pupils to improve existing school performance.</p>

<p>3. During 2017/2018 'Health Week' was introduced to provide pupils with an opportunity to try out new activities. A range of activities were on offer including a whole day skipping workshop, which engaged all pupils in a health promoting and accessible activity.</p> <p>4. During 2017/18 Halfway Juniors continued its membership of Points Learning network and engaged in many activities that were organized by Points LN and the Westfield Cluster. The school attended many cluster festivals and pupils engaged in a range of activities including: school council events, gymnastics, football, athletics, cricket, badminton and tag rugby. Engagement was good in these events and numerous pupils experienced taking part in an activity in a new environment.</p>	<p>We have also added 3 new extra curriculum clubs to our list this year to give the children an even wider range of sports they can take part in. These are: archery, basketball and boxercise.</p> <p>3. Repeat the 'Health week' during 2018/19 and consider making it an annual feature of the school calendar. Consider new activities that may not have been tried by pupils before and link to Taylor Shaw (school meal provider to enhance this). Consider parental engagement before and after school to involve parents in undertaking activities.</p> <p>4. Consider how many pupils are impacted by these festivals. Consider monitoring attendance at these events and analyse results. Use the analysis to ensure that all pupils gain experience from these opportunities or consider alternative opportunities if these are not appropriate.</p>
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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?	69%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Data not provided
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Data not provided

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?	No
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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.

<b>Academic Year:</b> 2018/19		<b>Total fund allocated:</b> £17850		<b>Date Updated:</b> 22.10.18 26/01/19 (£13745 allocated)	
<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: 0%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
The school is committed to increasing the amount of activity that pupils take part in during the day in line with the Active 30:30 minutes. The school already offers breakfast clubs and after school activities but wants to ensure that all pupils are active for this amount of time. To enable us to do this we intend to utilize the following programmes:					
<p>Maths of The Day – to provide more opportunities for learning that is less passive and encourages pupils to be more active and less sedentary. Pupils’ concentration and attention levels will be improved by the approach, along with behaviour.</p> <p>Go Noodle – Active breaks using programmes like this are utilized in lessons to re-energize pupils and increase attention and concentration levels.</p>	<ul style="list-style-type: none"> <li>Getting all children more physically active in sedentary lessons.</li> <li>Go Noodle is taking place in Year 3, three times per week to reinvigorate pupils during longer sessions of academic work. Try to roll this out across other classes in school. Convert others to the value of re-energising children during a long day.</li> </ul>	See Below	<p>Monitor usage of the scheme and assess impact by monitoring of perceived concentration levels, productivity and behavior of pupil by class teacher.</p> <p>As above. Consider other programmes that may impact on this area.</p>		
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation: 12%

				(£2200)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The PE coordinator will endeavor to attend Points LN meetings and training to stay up-to-date with local and national developments and priorities. The PE coordinator will disseminate relevant information to staff, where possible and start to encourage and eventually embed certain practices in school. Schemes, such as Maths of the Day, will be used in numeracy lessons to improve concentration and engagement.				
Membership of Points Learning Network	<ul style="list-style-type: none"> <li>Attend PE Conference</li> <li>Attend PE Network Meetings</li> </ul>	£1600		
Maths of The Day	<ul style="list-style-type: none"> <li>Introduce Maths of The Day to all year group to encourage active learning</li> </ul>	£600		

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				55% (£9845)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The PE coordinator will review current teaching practices including existing schemes of work and staff confidence levels in delivering PE and Sport activities. Other factors that act as barriers to delivering a successful PE programme will be identified and addressed. A programme of support will be developed to support staff in delivering good quality PE lessons. The PE coordinator acknowledges that to enable good teaching in PE, staff need to be confident, well-resourced and supported.				
<ul style="list-style-type: none"> <li>Carry out a staff audit to assess current confidence levels. Improving confidence in delivery will support the quality of PE delivery and enhance pupil learning.</li> <li>PE Coordinator to attend relevant CPD and training</li> <li>CPD support for staff in school via coach/PE specialist support in lesson and / or CPD courses via Points <b>Network and sports coach</b></li> <li>Re-organize equipment store to ensure that it is well stocked, accessible and conducive to teaching required activity. This is a potential barrier to successful lessons taking place.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a staff audit and respond to audit and consider future actions i.e. CPD / Schemes of work / equipment</li> <li>PE coordinator disseminates ideas from meetings, CPD and training as appropriate and as school inset allows</li> <li>PE Coordinator signposts teachers to relevant CPD and utilises specialist support in lessons to develop confidence and subject knowledge</li> <li>Clear out and carry out inventory of stock. Re-stock as required with essential equipment. Sort out shelving and general organization including labelling all equipment.</li> </ul>	<ul style="list-style-type: none"> <li>£200</li> <li>£200 x 3 = £600</li> <li>£4400</li> <li>£1650</li> <li>£1300</li> </ul>		

	<ul style="list-style-type: none"> <li>Consider training 'equipment monitors' to tidy and monitor cupboard on a weekly basis.</li> </ul> <p><b>Equipment ordered to date:</b></p> <ul style="list-style-type: none"> <li>Footballs</li> <li>Badminton nets</li> <li>Shuttlecocks</li> <li>Boxing Equipment</li> <li>PE Cupboard Shelving</li> <li>Equipment Containers</li> </ul>	<ul style="list-style-type: none"> <li>£70</li> <li>£75</li> <li>£48</li> <li>£150</li> <li>£1252</li> <li>£100</li> </ul>		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				2%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The school wishes to increase engagement and confidence by offering a range of different activities. By offering a wider range of activities, different pupils will be encouraged to attend and pupils who find traditional sports less appealing will be given new choices that may be of interest.				
<p>Additional achievements:</p> <ol style="list-style-type: none"> <li>Sheffield Hatters Lunch Club for targeted pupils who are less likely to attend out-of-hours clubs.</li> <li>Sheffield Hatters after School Club for all pupils.</li> <li>Archery Club – After-school club</li> <li>Football</li> <li>Boxercise</li> <li>Breakfast Club – multi-activity</li> <li>Hula Hoop Day – different experience using a simple piece of equipment. It is hoped that this will replicate the success of the skipping school.</li> </ol>	<ul style="list-style-type: none"> <li>Raise confidence of less confident pupils by giving them a head start at the club.</li> <li>Open to all pupils.</li> <li>To offer a different sport to a range of pupils to engage different interests.</li> <li>Open to all pupils</li> <li>Open to all pupils</li> <li>Open to all pupils</li> <li>Whole school event</li> </ul>	<ul style="list-style-type: none"> <li>£500</li> </ul>		

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<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation:
	9% £1700

The school recognizes the value of competitive sporting opportunities. As part of the Westfield cluster of schools, the School Games and Points Learning Network, the school enters a variety of sporting opportunities. The school is aware that sometimes, despite efforts to target children, the same children are keen to attend certain activities. Greater consideration and analysis of the proportion of the school cohort attending competitive activities should be considered to identify pupils not attending any competitive activities. The PE coordinator will also consider the value of personal challenge activities and whether these could benefit certain children, in terms of personal target-setting and engagement.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Subscription to Westfield Cluster package which includes a range of cluster activities in a number of different sporting areas.</p> <p>2. Introduce a personal challenge activity either in lesson or in the playground. This will allow pupils to compete with themselves to develop their own skills and set personal improvement goals.</p>	<ul style="list-style-type: none"> <li>School Council Day</li> <li>Attend Futsal Competition</li> <li>Attend School Council Day</li> <li>Attend Gymnastics Festival</li> <li>Attend Badminton Festival</li> <li>Attend Tag Rugby Festival</li> <li>Attend Athletic Festival</li> <li>Attend Kwik Cricket Festival</li> <li>Consider introducing skipping challenge into PE lessons across the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>£1100</li> <li>£600 (transport)</li> </ul>	<ul style="list-style-type: none"> <li>Less confident children are targeted to try to develop confidence in attending and taking part</li> <li>Pupils set a baseline score and then work to beat their own score. Success is measured by personal levels of improvement rather than competing against others. All abilities are challenged as margins for more able pupils are smaller and so</li> </ul>	

			improvements are harder to achieve. Qualities such as resilience are tested.	
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