

## Evidencing the Impact of Primary PE and Sport Premium -Guidance & Template-

Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), 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 and the effect it has had on pupils' PE and sport participation and attainment.

Revised September 2016

Schools must include the following:

- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

**OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.



## HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

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 premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

**SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE**

Guidance on the primary PE and sport premium can be found at [gov.uk](http://gov.uk).  
Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: Academic: [Click here to enter text.](#)

In previous years, have you completed a self-review of PE, physical activity and school sport?	Yes
Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend?	Yes
Is PE, physical activity and sport, reflective of your school development plan?	Yes
Are your PE and sport premium spend and priorities included on your school website?	Yes

**SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.**

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out all of the below:
• What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	Choose an item. %
• What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	Choose an item. %
• What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	Choose an item. %
• Schools can choose to use the primary PE and sport premium to provide additional provision for swimming but this <u>must be for activity over and above the national curriculum requirements. Have you used it in this way?</u>	Choose an item.

**SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2015/ 2016**

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:

### **SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR**

**Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.**

**Vision:** ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

**Objective:** To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Academic Year: 2017/2018		Total fund allocated: £11,186 spent from ??????					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <b>Impact on pupils</b>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles		1. Introduce weekly reception healthy lifestyle intervention sessions to reception. 2. Create a new extracurricular fencing club that targets "inactive" children (n= 30 per half term). Signposting to community clubs (Hillingdon Musketeers). 3. Deliver a series of intervention sessions throughout the year targeting SEND, low self-esteem, and socialisation. Using non-traditional activities such as archery and dodgeball. 4. Organise 6 intra-school competitions throughout the year (to include athletics, archery, curling, cricket & golf). 5. Set up "Change for Life" club to promote healthy and active lifestyles.	£10,486*	£10,486*	Registers of extra-curricular clubs and intervention sessions. Teacher interviews	All action points achieved. Significant progress made in health kick start programmes.	Improve the quality of our intra-school competitions and hold them on a larger scale to increase their impact and importance. Measurement method needs to be designed to monitor impact of intervention sessions.
					regarding sessions impact (plus use of assessment data). Displays and school media to promote clubs and intervention sessions.		

2. the profile of PE and sport being raised across the school as a tool for whole school improvement		<p>1. Set up “Rewarding Reading Sessions” programme. Providing children who are not regular readers with extra sports coaching sessions when they achieve their reading goals.</p> <p>2. Set up a lunch and break time regular running club (Marathon Kids) and reward children for progress towards running a marathon each term.</p> <p>3. Attend at least 2 SHSSN festivals/competitions and organise 6 intra-school competitions.</p> <p>4. Promote PE and sport at least half-termly in school media (promoting, clubs, competitions and pupil achievements). Including video display in reception.</p> <p>3. Use new fencing club and intervention sessions as a tool for whole school improvement.</p>	£10,486*	£10,486*	<p>Quantitative- Silver kite mark will be achieved. Evidence in school media promoting clubs/links. Extra-curricular programme and registers to monitor attendance. PE assessment data.</p> <p>Qualitative- teacher feedback on CPD/1-2-1 sessions.</p>	<p>Marathon kids was set up in Y3 but the impact was not as high as expected with number of runs completed and individual achievements below expectations.</p> <p>Achieving School Games Silver Award raised the profile of PE and School Sport.</p>	<p>Running timetable to be produced and pupil achievements celebrated more.</p> <p>Aim for Gold School Games Award for next year and to attend at least 4 SHSSN or Borough sporting events.</p>

3. increased confidence, knowledge and skills of all staff in teaching PE and sport		1. PE Specialist to provide CPD to Y1 teachers. Allocate planning time to personalise Real PE SOW.	£10,486*	£10,486*	Quantitative-teacher voice questionnaire. Evidence of new assessment	Maths of the day was not easy or practical to incorporate into current curriculum.  SMSA training session delivered but impact on lunchtimes is yet to be seen.	More achievable strategies and investment in the lunchtime programme is needed to realise the impact.
		2. Attend CPD course and trial "Maths of the Day" active mathematics lessons in Y3. Providing pupils with more opportunities to reach 60minutes of activity each day.  3. SMSA and Student Play Leader training sessions delivered in order to create active playtimes.  4. QPR All Stars to provide 1-1 CPD and training for all teaching staff.	£700		framework and developed SOW. Qualitative-Teacher feedback and quotes. Learning walks.		
4. broader experience of a range of sports and activities offered to all pupils		1. As part of the "Gold Package" **from SHSSN we will run 6 half day taster sessions including Sports Hall Athletics, BMX, Dance, Fencing and Cricket. These provide links to local clubs and festivals/ competitions.	£10,486*	£10,486*	Quantitative- extra-curricular programme and registers. Gold Kite Mark will be achieved. New club links will emerge. Additional funding	Taster sessions were all completed and links with local clubs strengthened. Evidenced from Silver School	Continue into next year but taster sessions will look to target other areas and develop new school club

		4. Create links with local clubs and organisations to access additional funding and coaching etc.			will be sought. Qualitative- pupil's experiences of joining local clubs shared on website in form of case studies. Photographs and videos shared via school media. Displays.	Games Mark being achieved.	links.
5. increased participation in competitive sport		1. Attend at least 2 SHSSN Level 2 (inter-school) competitions provided as part of our "Gold Package"**. 2. Introduce a programme of 6 L1 (intra-school) competitions to include (athletics, archery, curling, cricket & golf).	£10,486*	£10,486*	Quantitative- register of attendance at L2 competitions and register of students involved. Register/timetable of L1 intra-school competitions. Qualitative- School media, displays, case studies.	All action points achieved which resulted in Silver School Games Mark being achieved.	Aim for 4 Level 2 competitions next year and run Level 1 competitions on a larger scale.

\* £10,486 is paid to the South Hillingdon Schools Sports Partnership (SHSSN) for their "Gold Package". This provides the school with an extensive competitions programme, 6 taster sessions per year and a full day per week of a PE Specialist to up-skill our staff and deliver the aims outlined above.

\*\* More information on the SHSSN "Gold Package" can be found on the SHSSN website.

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Completed by:

Date: 12/01/2018

Review: 01/06/2018



After every update, please remember to upload the latest version to your website.