



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Created by



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](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. 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:
See 2016/17 plan for details of spend and impact.	<p>Twyning school's children are broadly in line with national percentages in terms of numbers of overweight children.</p> <p>Increase range of activities provided alongside continuing current provision.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete 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?	93% (1 weak swimmer 6.7%)
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?	93%
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?	93%
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 (the pupil above concerned was unable to take part in the additional intensive swimming programme due to medical reasons.

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: 2017/18		Total fund allocated: £16820	Date Updated: January 2018	
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:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
A balanced curriculum of PE activities across the year, broadly following the Lancashire SOW.	Minimum of 2 PE lessons per week.	£0		PE coordinator to monitor SOW, discuss with staff and review. REAL PE scheme will be investigated as a next step.
Extra-curricular clubs	Programme of clubs for KS1 and 2 throughout year	£0	Monitoring of percentages of children taking part.	
Additional activities	Daily Mile scheme – at least 2 times per week (usually on non-PE days) Active lunchtimes – organised games and activities. Playground leaders in year 5 and 6 take turns to organize games and activities for EYFS and KS1 children.		KS2 children to monitor distance covered in 10 minutes every term – personal challenge and improvement.	
Health package	Purchase of ‘bronze health package’ with school sport network to include; Health activator – additional coach for half day for 3 terms. Health award to be used across whole school. ‘Real PE’ board games	£2000	Raise profile of health in terms of exercise/activity, diet, sleep and mental wellbeing. Encouraging cooperation and fair play	PE coordinator to ensure all teaching staff are familiar with the health passports and these are coordinated to fit in with PSHE programme where appropriate (cross-curricular links) Sports council members will monitor passports and awards.

	Sportsability programme to target 4 children in KS2 to boost confidence, enjoyment and achievement (those children may be pupil premium or other children who may need additional support in PE. 4 half-day sessions per year. 1 to 1 'Fizzy' programme for SEND pupil requiring additional physical input		Increase in confidence in these selected children. Evidence of joining extra-curricular clubs.	PE coordinator monitoring children from year to year to ensure a range of children with need are selected for the programme.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				55%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Specialist PE coordinator in place	<p>PE specialist responsible for ensuring high quality PE provision in terms of lessons, extra-curricular clubs, active lunchtimes and additional programmes.</p> <p>Weekly information and reports on school newsletter.</p> <p>Outside and inside noticeboards dedicated to PE.</p> <p>Photos put on website of 'special' activities such as new OAA programme.</p>	£9175	Profile of PE with parents and the local community has increased since the appointment of the PE specialist.	Gym and dance CPD has improved confidence and quality of teaching. PE to consult staff on next steps/INSET needs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Part of key indicator 2
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Specialist PE coordinator in place	PE coordinator to annually respond to needs of staff in terms of support and CPD requirements.		Increased confidence in dance and gym as a result of CPD in 2016/17. More children are reaching developing and mastery levels.	Continued response to needs of staff, particularly where new for CPD needs/support. PE lead updates staff at staff meetings.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: New OAA programme introduced in addition to current provision in lessons for KS2 (problem solving activities and games and orienteering) and PGL residential offered to year 5 and year 6 children. 'Balanceability' programme to ensure reception children reach targets in term of balance and learning to ride. Sports leaders UK Playmaker award	5 activities a year for juniors (half day per term): Malvern Hills walk Indoor climbing Archery Den building/camp skills Rafting/canoeing PE coordinator now Balanceability trained (Feb 2018) to deliver programme. Balance bikes, pedal bikes, scooters and helmets purchased with help from PFTA Delivered every 2 years to year 5 and 6 children.	£2000	Evaluation of programme through discussion with pupils and percentages of children taking part. Balanceability programme involves activities and games to encourage agility and dynamic balance in addition to learning to ride, meeting some of the EYFS targets. Successful completion of award. Use of leadership skills at lunchtimes with structured activities for younger children.	To be continued and a modified programme to be planned for years 1 and 2. PE subject leader also works for the local school sport network therefore keeps up to date with 'cutting edge' ideas and the latest research/documents. School benefits as result.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Extra-curricular clubs and competitions 'Maximise your potential' programme	Affiliation to local school sports network and access to competitive events and festivals Programme aimed at G & T children (4 children in KS2 per year) have the opportunity to attend a 10 week after school programme with other G & T children from Tewkesbury and Cheltenham taught by specialist coaches.	£2050	Monitoring of numbers of children involved in clubs and inter-school competitions and festivals. Increased confidence of these children and ability to use these skills in leadership roles.	PE coordinator monitoring children from year to year to ensure a range of children with need are selected for the programme.