

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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:

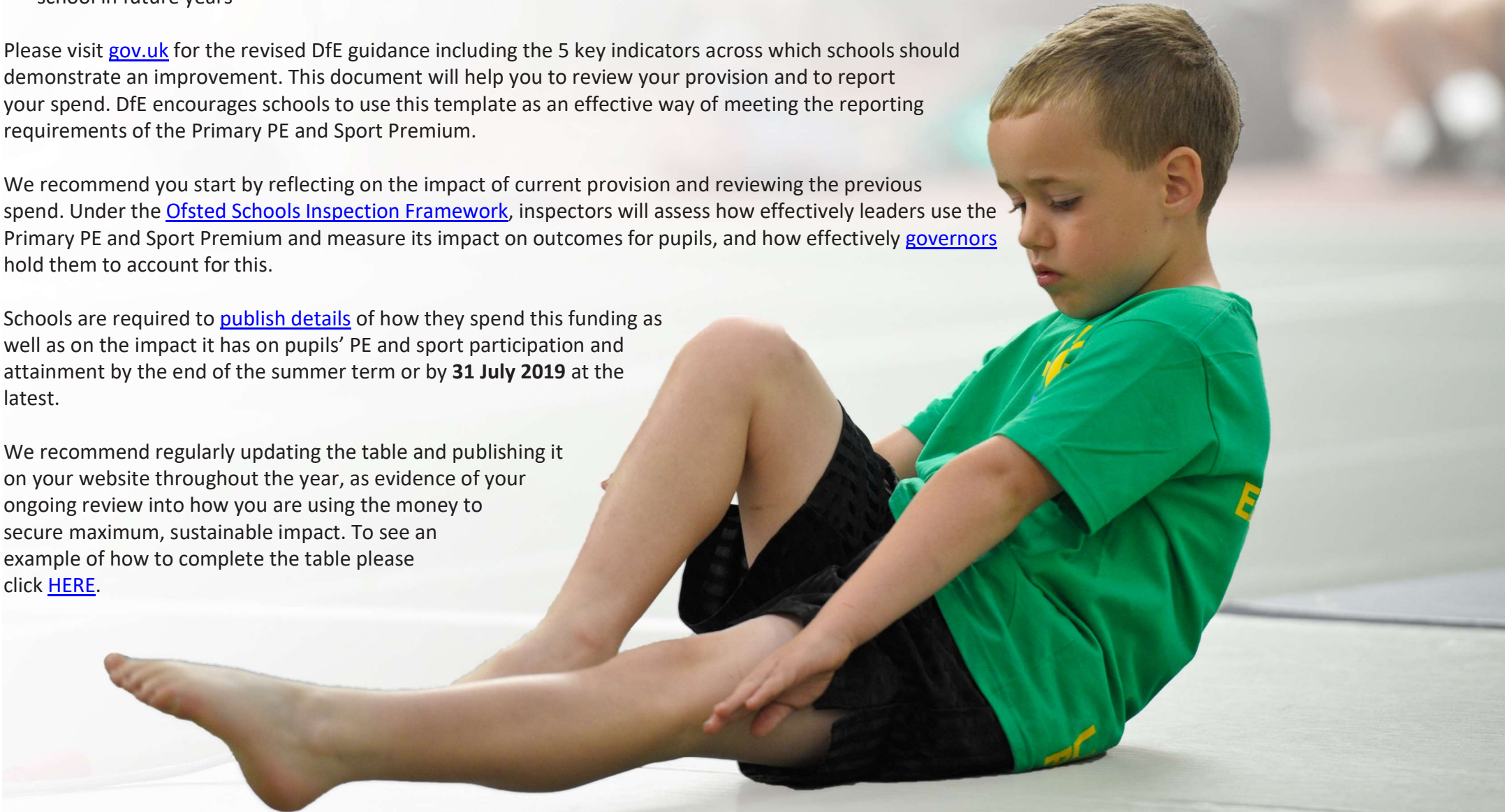
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk 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

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>New Muga has been built and is in use at lunchtimes (this was funded prior to capital projects not being allowed but invoice came through after). The project was supported through Lottery funding alongside school and sports premium and this is a major asset to the school.</p> <p>After school club offer has been enhanced through a greater variety of sports offer</p> <p>School has participated in dance festival – inter school events</p> <p>Funding has overspent by 10% during the academic year and will be supported through the school budget</p>	<p>Develop curriculum use of MUGA</p> <p>Purchase of new equipment suitable for use in MUGA</p>

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

Academic Year: 2018/19		Total fund allocated: £16237 plus £9846 CF		Date Updated: July 2019	
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: 61%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
All pupils participate in golden mile on a daily basis Building of MUGA	Time out in afternoons Planning permission, Lottery funding, physical building of MUGA	16, 120 plus 10K lottery	All children participate	Encourage active challenges during breaktimes	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Physical Education School sport and physical activity has been a priority area for the school. visit to sporting institute for motivation Inspirational ball skills day	Visit to EIS Sheffield to watch competitive athletes train and try activities on full sized track Dan Magness – World record breaker	427.00 250.00	Children seen using different equipment outside Ball skills improved and children seen trying different skills learnt	Continue upkeep of new equipment Purchase new balls of different weights and sizes	

Affiliation to SSP for inclusion in events	Join Bolsover SSP	1678.00		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Yoga and mindfulness	Yogabugs sessions watched by staff for coaching purposes	2500.00	Staff use some of the activities in their own practise. Yoga session demo to parents well attended	continue as both staff and children are benefitting
Start to move training for staff	attendance at session plus purchase of pack	73.00		
staffing for training	staff work extra time for training	3750.00	staff confidence developed and variety of sports on offer has increased	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Dance sessions	Curriculum which staff also use for development working alongside and also after school club	1500.00	More children staying after school than previously. Dance show to parents after sessions as finale	Join Amber Amber Valley SSp to maintain offer and increase offer of after school activities
Multiskills sessions	Sports leader coaching for staff and children	810.00	Children participating in a greater variety of sports	
African Dance sessions	African Ark to link cultural activities and dance from other cultures	353.06	Realisation that dance is a universal language and active participation by all children in dances from other cultures	
Karate	Development of staff awareness of moves and karate move based games. After school club.	£720.00	children developed movement skills and discipline.	
Archery	Development of awareness of a	no cost	children experiences a different	

	new sport		sport that they would otherwise not have had the chance to try	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Attendance at festival with cluster schools	Festival of dance attendance	120.00 (coach)	children performed to an audience both known and unknown and gained performance confidence	More events to attend