

EVIDENCING THE IMPACT OF PRIMARY PE AND SPORT PREMIUM

FOR THE PRIMARY PE AND SPORT PREMIUM

is leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle**.
Participation in physical activity and sport

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

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

ed that schools will see an improvement against the following 5 key indicators:

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

[Ofsted Schools Inspection Framework 2015](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and the impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this. Schools are required to [publish details](#) of how the premium is being used and the effect it has had on pupils' PE and sport participation and attainment.

September 2016

must include the following:

How much PE and sport premium funding you receives for this academic year

Full breakdown of how you've spent or will spend the funding

Year

Effect of the premium on pupils' PE and sport participation

Attainment

How you will make sure these improvements are sustainable

Shared information should be clear and easily accessible and we

And that you upload the following template (Annex 1) to your

For this purpose.

Plans should enhance, rather than maintain existing provision.

For example, where schools are using their funding to employ specialist

These should be deployed alongside class teachers rather than

Them, in order for their impact to be sustainable and to enable

Engaging of existing teachers.

PE and Sport premium planning and actions should show how

How this contributes to this vision through identified school

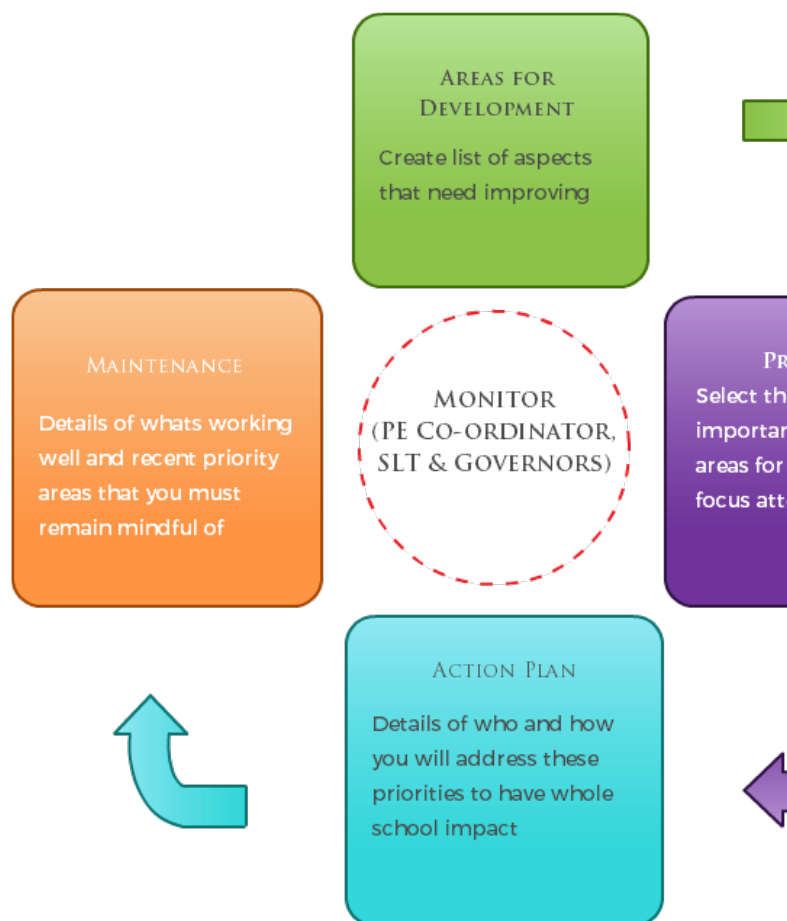
Which can be measured through reference to key outcome

It is important that the main drivers for improvement are those

By the school through their self-review. Each school should aim

For 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



ur thinking.

HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you must use the funding 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

Therefore, you can use your funding to:

- employ 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 inter-school sports competitions

- increase pupils' participation in the [School Games](#)

- run sports activities with other schools

must not use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your school's staffing budgets

- fail to meet the minimum requirements of [the national curriculum](#) – including those specified for swimming.

ON 1A – EVALUATION OF IMPACT/LEARNING TO

ool: Freeman’s Endowed C of E Junior Academy

unior School

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

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

Use the table below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

| Use to date: | Key achievements/What worked well: | Key Learning/What will change next year: |
|---|--|--|
| <p>Equipment to ensure it is fit for</p> <p>Our involvement in competitions</p> <p>Staff are trained to</p> <p>to enhance their own CPD through</p> <p>more children take part in regular</p> <p>ALL groups of children have the</p> <p>to represent the school in sporting</p> | <p>all children benefited regardless of their sporting ability</p> <p>children with specific learning needs were presented with the opportunities to represent the school in competitive sports</p> <p>staff had access to training opportunities and continued professional development</p> <p>P.E was delivered consistently at a good standard across the school and AfL was used to ensure progression</p> <p>we made use of collaborative and partnership working</p> | <p>The equipment and resources that were replaced allowed for lessons to be better and resources. It also allowed for our children to gain the skills needed to participate in local competitions</p> <p>The number of children taking part in physical activity hugely improved thus making a positive impact on the children's general health and wellbeing</p> <p><u>Next Year:</u></p> <p>Continue to ensure that levels of participation improve or increase through offering a range of different sports</p> <p>To continue to develop our reputation within local and county competitions</p> <p>To develop our working relationship with local schools to enhance children's and adult skills</p> |

| | | |
|--|--|--|
| | | |
|--|--|--|

LL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **style** and **lifelong participation** in physical activity and sport.

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

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

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 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.

Read the guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools.

1. Confirm the total fund allocated

2. Review activities and impact to date either using the template you used last year or section 2 above

3. Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of physical literacy at key stage 1)

4. Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

5. Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

6. Complete column D to detail funding allocated to this priority (e.g. £100.00)

7. Complete column F to show how you plan to evidence the impact of this spend on young people

8. Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, F and G)

The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support plans for the future and sustainability

| | | | | | | | |
|--|--|---|--------------------|---|---|--|--|
| Year: | | Total fund allocated: £ 9190 | | | | | |
| | B | C | D | E | F | G | H |
| Start Key Indicator | School Focus/ planned Impact <i>on pupils</i> | Actions to Achieve | Planned Funding | Actual Funding | Evidence | Actual Impact (following Review) <i>on pupils</i> | Sustainability Next Steps |
| Engagement in physical activity lifestyles | More children taking part in physical activities such as after school clubs and external clubs Improved attendance for ALL groups of children Develop young | Develop off the couch club Organise outside agencies to work in school Promote PE and healthy lifestyles through display, Assemblies and events over the year including London | £ 400 | £1550 included new equipm ent in order to provide effective clubs | Register of clubs Club letters Out of agency letters Register of agency clubs Young leaders application forms Young leaders | Consistent physical activity for those children who showed concerns of obesity Opportunities for children to represent the academy builds on the school's new value of aspirations | Continue with healthy club to include nutrition and lifestyle Continue to offer a range of sports activities |

| | | | | | | | |
|-------------------------------|--|---|--------|--------|---|---|---|
| | leaders programme | marathon Visitors to assemblies to promote healthy living and being active – example local rugby or football team | | | timetable of events | Visitors were able to widen the children's knowledge and understanding of the range of sports available to them. Children developed a love of sport and activity | |
| of a orts and ffered to | To provide a range of before and after school clubs for the children | Contacted outside agencies to provide different sport clubs including basketball and gymnastics Organise and deliver a range of clubs including dodgeball, football and SEN dodgeball. | £6,480 | £6,480 | Register of clubs Club letters Out of agency letters Register of agency clubs Photos of displays Photos and pupil voice from | Consistent physical activity for those children who showed concerns of obesity Opportunities for children to represent the academy builds on the school's new value of aspirations | Continue to provide a range of clubs and support children for a clubs they wish to participate in |

| | | | | | | | |
|-----------------|---|---|-------|-------|--|--|---|
| | | | | | visitors | | |
| n in e sport | To establish a positive reputation and profile of the school within the community | To develop our working relationship with other local school to enhance children's and adults skills To continue to develop our reputation within local and county competitions | £ 170 | £170 | Calendar of competitions throughout the year Certificates and trophies from competitions Pupil voice re: competitions Communication on website and through social media | A range of children had opportunity to represent their school and play in a range of sporting competitions. This gave our children a sense of pride and belonging to our community alongside the physical benefits of exercise | Continue to part in local in school comp throughout a of sports Develop better relationships local seconda provision |
| mats to y | To ensure children are safe at school To ensure lessons are well resourced | Research costings of mats to ensure we receive best quotes | £1200 | £1200 | Mats available for lesson Invoice for mats | children are able to take part in more gymnastics Children are using safe equipment | maintain equ |

| | | | | | | | |
|--|--|--|--|--|--|---|--|
| | | | | | | Safeguarding of children in PE enhanced | |
|--|--|--|--|--|--|---|--|

by V Wallis-O'Dell and R.Clarke (Principal and Sports Lead):
 Endowed C of E Junior Academy

26/09/2016

te: 25/09/2017

Develop

Supported by

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