

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.

October 2018

must include the following:

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

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

per year

The effect of the premium on pupils' PE and sport participation

and attainment

How you will make sure these improvements are sustainable

The information should be clear and easily accessible and we

ask 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

staff, these should be deployed alongside class teachers rather than

replace them, in order for their impact to be sustainable and to enable

the ongoing of existing teachers.

PE and Sport premium planning and actions should show how

the plan contributes to this vision through identified school

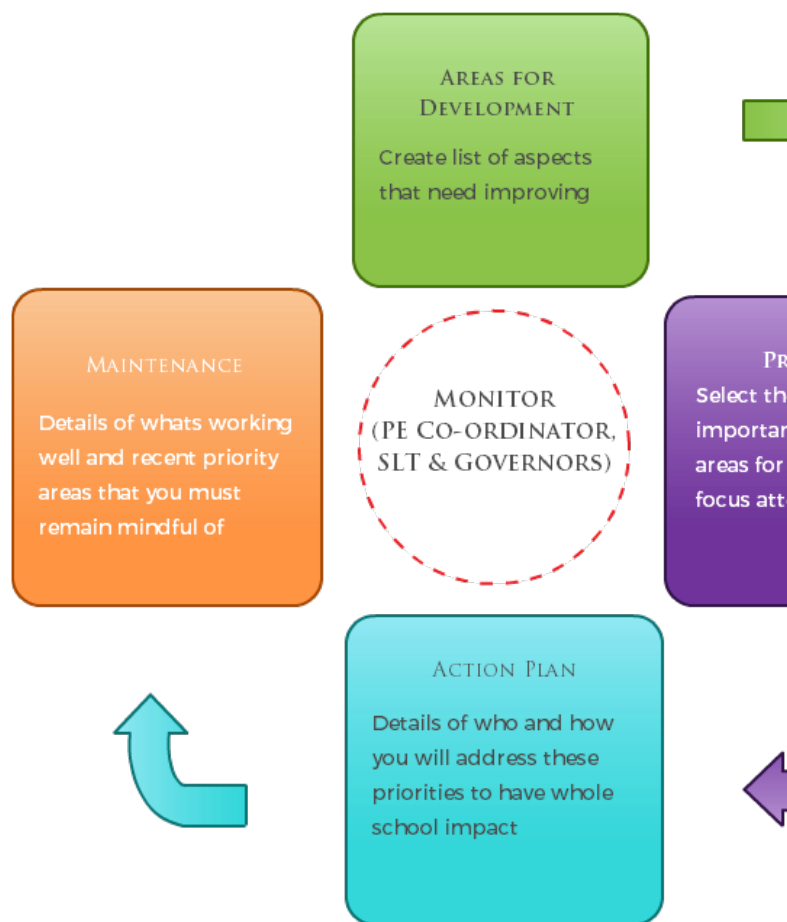
outcomes which can be measured through reference to key outcome

3. 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 for your 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

For example, 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 sport competitions

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

- run sports activities with other schools

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

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

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO

School: Freeman’s Endowed C of E Junior Academy

Junior School

In the last 3 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 your 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

N 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2018/2019

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

Date:	Key achievements/What worked well:	Key Learning/What will change next year:
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<p>nt to ensure it is fit for purpose</p> <p>involvement in competitions further</p> <p>staff are trained to drive minibus</p> <p>ance their own CPD through</p> <p>children take part in regular physical</p> <p>groups of children have the</p> <p>present the school in sporting</p> <p>re that levels of participation improve</p> <p>h offering a range of different sports</p> <p>velop our reputation within local</p> <p>etitions</p> <p>orking relationship with other local</p> <p>children's and adults skills</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 for lessons to be better taught and resou allowed for our children to gain the skill participate in local competitions</p> <p>The number of children taking part in p hugely improved.</p> <p><u>Next Year:</u></p> <p>To promote an ethos of positive well-be the physical side of keeping healthy.</p> <p>To enhance the knowledge and skills of effective CPD.</p> <p>To ensure more children take part in reg activity</p> <p>To develop a culture of healthy body, h</p> <p>To develop our playground facilities and ensure children have the opportunity to variety of ways.</p> <p>To ensure children are able to access swi and meet end of KS2 requirements.</p>
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All pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **lifestyle** 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 what 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.

Use 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)

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

Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, F, 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 your planning for the future and sustainability

		Total fund allocated: £ 18400				
	B	C	D	E	F	G
	School Focus/ planned <u>Impact on pupils</u>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>
e to	<p>More children taking part in physical activities across the school day.</p> <p>Children are able to access wellbeing sessions through Premier Sports.</p> <p>Improved attendance at after school and lunchtime clubs for all groups of children.</p>	<p>To develop a timetable of activities alongside Premier Sports.</p> <p>To develop an adult-led play lunchtime session.</p> <p>Organise outside agencies to work in school</p> <p>Promote PE and healthy lifestyles through display, Assemblies and events over the year</p>	£ 8000		<p>Register of clubs</p> <p>Out of agency letters</p> <p>Lunchtime zone plan.</p> <p>School displays.</p> <p>Photos from visitors in assembly.</p>	

		Visitors to assemblies to promote healthy living and being active – example local rugby or football team				
s	To provide training for class teachers through PDMs and training days.	Contact PE CPD provision. Timetable CPD sessions across the year. Sharing of good practice across the school to enhance training.	£4000		Teaching and learning review notes. Monitoring completed by PE lead. PDM agenda and minutes. Reflection notes from sharing of good practice.	
s e oe	To develop an adult-led system of activities. To ensure all zoned areas cover different physical, social and emotional skills.	Plan and deliver new lunchtime procedures. To provide training for lunchtime supervisors in effective adult-led play. To resource the zoned areas to ensure maximum impact.	£ 5000		Behaviour logs Pupil voice Lunchtime supervisor feedback Learning walks	

n	All children in years 5 can access additional swimming lessons in order to meet the required expectations.	To provide extra funding for all 5 children to access swimming lessons until they meet the required expectations.	£600		Register of children attending swimming.	
nd	These children meet end of KS2 expectations.				Assessments of children.	

by (name and school position): Freeman's Endowed C of E Junior
Developed by

07.11.18

Ms Wallis-O'Dell - Principal

te: 07.11.19

Supported by

Mrs J Radcliffe - **Vice Principal**

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