



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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 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.

Cavalry Primary School

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
|--|--|
| <p>Appointment of a part time sports coach (Jan 2017) has led to:</p> <ul style="list-style-type: none"> increased participation in after school activities increased participation in inter-school tournaments and competitions improved CPD for teachers especially in Games new after school club (speed stacking) is drawing in children who do not otherwise participate in extra-curricular sport <p>Awards for All funding paid for new trim trail. Crazy Golf course and basic bouldering/traversing walls installed</p> | <p>Next steps:</p> <ul style="list-style-type: none"> continue to monitor participation of key groups in extra-curricular activities and address gaps (e.g. boys v girls, pupil premium) increase quantity and quality of gymnastics teaching achieve School Games Gold award involve class teachers and midday supervisors further in promoting daily physical activity |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
|---|------------------------------------|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 60% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 60% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 73% |
| 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 |

*Schools may wish to provide this information in April, just before the publication deadline.

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.

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 More people
More active
More often

| 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: |
|---|--|---|---|--|
| | | | | 5% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Work of specialist PE teacher supported by other staff results in PE and Sport having a high profile in the life of the school. | <ul style="list-style-type: none"> maintain prominent display about PE and sports celebrate sports achievement through assemblies and certificates run a minimum of 5 sports-based clubs per week including dance hold annual sports days engaging parents and School Olympics day | £895 | <ul style="list-style-type: none"> display is up to date and appealing sports events celebrated in assemblies min 5 clubs per week sports days and school Olympics held summer term | <ul style="list-style-type: none"> all actions achieved in period from Sept 2019 to March 2020, except sports days and school Olympics day school achieved gold award from School Games scheme in summer 2020 |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 70% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Teachers are equipped to teach Games with confidence and a high level of knowledge and skill. | <ul style="list-style-type: none"> Specialist PE teacher works alongside each teacher from Y2 to Y6 for one lesson per week to model planning, delivery and subject specific teaching skills in gymnastics and dance | £13,810 from sports premium; £13,021 from main school budget | <ul style="list-style-type: none"> survey of teachers shows CPD is helpful and valued | <ul style="list-style-type: none"> specialist teacher modelled and demonstrated effective teaching from Sept 2019 to March 2020 Specialist teacher has also reviewed and update the curriculum overview maps and individual schemes of work to ensure balance and progression in our provision Next step is develop further team teaching and coaching approaches so that all class teachers increase |

| | | | | confident in teaching PE. |
|---|---|-----------------------|---|--|
| 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: |
| Track pupil participation levels; listen to pupil voice to see where breadth of experience could be increased, so that children have a broad experience of sport and PE | <ul style="list-style-type: none"> membership of Witchford Sports Partnership (Improve IT) enables whole year groups to access festivals in a range of sports School Olympics Day continue speed stacking activities purchase equipment to all a wider range of sports to be delivered PPA cover teacher is used to strengthen provision in Games (this is NOT funded by Sports Premium) | £1550 £1000 | <ul style="list-style-type: none"> equipment purchased to strengthen existing offer and extend to new sports/activities | <ul style="list-style-type: none"> equipment purchased to replace and extend our provision Witchford Sports Partnership support valued Participation in clubs tracked up to March 2020, this target needs to continue into next year. |
| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| Increase internal opportunities for competitive sport activities to match the inter-school activities already on offer. | <ul style="list-style-type: none"> in KS2 games lessons, include more inter-house competitive activities at lunch time, with pupil sports leaders, organize more inter-house competitive activities continue to take part in inter-school competitions and festivals | £1400 transport costs | <ul style="list-style-type: none"> records show participation in internal competitive events min of 15 external events attended | <ul style="list-style-type: none"> sports crew role established range of inter school competitions & festivals entered next step is to continue to build up internal competitive opportunities |

