



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Academic year 2018/2019

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 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:
<ul style="list-style-type: none"> • Free lunchtime clubs offered to KS2 and KS1 children • Year 6 training as Playmakers to become sports leaders and support with the running of school sports. • Develop staff subject knowledge in coaching PE • All staff receiving support for PE • An after school club set up with LCFC to provide coaching for identified G&T children to represent the children in competitions 	<ul style="list-style-type: none"> • The Golden Mile to be run consistently throughout school. • A form of assessment created for teachers to assess children accurately. • Year 6 playmakers to be used more effectively throughout school. • To take part in more competitions in a range of sports. • To develop after school clubs to deliver a wider range of sport and include a wider range of children.

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?	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a
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?	Yes/ No

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

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: £	Date Updated: 20.3.18		
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:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Lunchtime clubs developed for target children in KS2 and KS1. A coach is employed to run regular afterschool clubs and the golden mile PSHE sessions to heighten the profile of healthy lifestyle choices using 'change for life' (term 6) and through <i>Stand Up Speak Up</i>. After school club provides 	<ul style="list-style-type: none"> Employ outside agency Premier to provide a lunchtime club for both KS1 and KS2 and break time provision. 	£500	Children are taking part more frequently in sport and behavior has improved. It has been used in a 'drop in' so more children have been impacted.	Has worked well and should be more structured next year with a pupil voice on what sports to take part in.
	<ul style="list-style-type: none"> Teachers trained and given resources for planning change for life sessions in PSHE to meet both PE and PSHE curriculum 	£6269	After school clubs have trained children in sports and the Golden Mile has ensured all children are active and exercise has been promoted. Children have improved from their baseline scores.	This has linked well with the running of activities such as the Golden Mile as children who have displayed sporting talent in class have been recommended to take part in the clubs. We have become more successful in competitions.
	<ul style="list-style-type: none"> LCFC paid by school to run an after school club for G&T children Premier used to help demonstrate how to use the equipment with staff 	£200	Children who have displayed challenging behavior and attitudes were targeted to receive an intervention which discussed issues, such as racism, within sport and how to tackle in.	Pupil questionnaires showed that children enjoyed this session, learnt a lot in terms of social stigmas and have said they would recommend this to the next year 6 cohort.
	<ul style="list-style-type: none"> Create timetables and dates for opportunities 	£1404	After school clubs have trained children in sports and this has resulted in more	Children who have been identified as talented have been recommended for these and

<p>opportunities for alternative sports that are not covered in our curriculum to cover a breadth of activities for both KS1 and KS2</p> <ul style="list-style-type: none"> • Equipment purchased from Sainsbury's for foundation stage to allow for more physical activity • PE equipment inspection and renewal • Timetabled charity and sporting events which encourage the enjoyment of sports • Children to take part in the golden mile. • Football FUNdamentals used to improve the skills of children in year 1. 	<ul style="list-style-type: none"> - Place on the school calendar and in school newsletter to involve parents - Launched to the whole school in a collective worship - Laps to be recorded and inputted onto database. - Planned sessions with both year 1 classes receiving 6 hours of training each from professional coaches 	<p>£0 (paid by the organization)</p> <p>£500</p> <p>£1000</p> <p>£200</p>	<p>success in competition.</p> <p>Equipment has been used frequently in break times so children have been more active in these times.</p> <p>PE equipment checked and is safe to use.</p> <p>Children have improved their base line scores and have a thorough enjoyment of running. Talented children have been identified and recommended for the schools cross country club.</p> <p>Children have improved their sporting ABC's and enjoyed taking part in the programme.</p>	<p>have trained, taken part and competed in a variety of different sports.</p> <p>This has allowed Foundation Stage to get new equipment to promote physical activity during break times and would be beneficial to do again.</p> <p>PE equipment is checked and is safe to use.</p> <p>Race for Life was a huge success with all children (and adults) taking part. The school raised money for charity and all children were able to partake in physical activity.</p> <p>This was an effective way to ensure all children were regularly taking part in sport. Next steps are to reestablish this next year and monitor year groups and their progress.</p> <p>This can be continued with the next year 1 cohort.</p>
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<ul style="list-style-type: none"> Sports sessions for targeted girls outside of the school curriculum 	<ul style="list-style-type: none"> Disengaged year 5/6 girls selected to take part in extra-curricular activities to get them more involved in regular sports 	£200	This was adapted to year 3/4 gifted and talented children as the date clashed with other after school clubs. The children who took part chose to train in basketball and improved their throwing and ball control.	This hadn't worked with particular cohort of girls but will be reestablished for the cohort next year and children selected by teachers. Selected children choose the sport they wish to take part in.
<ul style="list-style-type: none"> Active maths 	<ul style="list-style-type: none"> Children to be more active during their math lessons 	£545	This has been used for interventions and engage less enthusiastic learners. It has been effective in year 3 for teaching children new to English.	This was not very effective and consistently used throughout the school and will not be re-subscribed to.

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:
%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Annual celebration assembly to ensure all pupils are aware of the opportunities we provide as a school 	<ul style="list-style-type: none"> Assembly booked into school calendar Trophies, certificates and medals purchased 	£50	This has promoted sports within the school and given opportunity for those taking part to be recognised for their hard work.	Additional awards will be given next year for sportsmanship and commitment to sports.
<ul style="list-style-type: none"> Through support with assessment and planning of PE staff 	<ul style="list-style-type: none"> Planning and assessment monitored to ensure that the whole PE curriculum is being covered 	£200	A new assessment system has been designed and will be established across the whole school next year.	Establish the new assessment system.
<ul style="list-style-type: none"> Weekly celebration assembly highlighting the achievements of children in sport. 	<ul style="list-style-type: none"> Communicate with head to ensure that sporting rewards are being celebrated 	£0	Children who take part in sport within the school and outside of the school are celebrated.	To be continue to celebrate sporting success in the assembly.
<ul style="list-style-type: none"> Year 6 children to be Playmakers and act as role models for sports, supporting 	<ul style="list-style-type: none"> Children identified by staff to be trained by playmakers and then supported by PE lead to 	£200	From feedback questionnaires children enjoyed taking part in this course and would	Taking part in the course gave children confidence and social skills to develop as leaders but

<p>staff and running small activities at break and lunch times</p> <ul style="list-style-type: none"> • A tour of LCFC and a talk with footballers used to help engage disengaged learners in their in learning • Professional coaches come in to deliver interventions with disengaged learners and promote the profile of sports in the school but using it as a tool to engage children. • Structured assemblies covering PSHE topics to be led by professional coaches to raise the profile of PE and address issues such as racism in sports etc. • Fuel for school used to ensure children are receiving a balanced diet at home as well as at school, and used as a whole school topic to promote sports. 	<p>run sessions at break and lunch with the aim to help with behavior.</p> <ul style="list-style-type: none"> - Plan the tour in wit the year 3 curriculum to engage disengaged boys in their learning. - Plan in the interventions and select the target children in year 3 to receive the support - Plan in the assemblies to be in line with the schools Church and British values - To train staff of fuel for school - Establish it within school and engage parents - Use fruits as healthy snacks for KS2 children. 	<p>£200</p> <p>£200</p> <p>£200</p> <p>£1000</p>	<p>recommend it for next year. Break and lunch time provision was not very successful due to children's other commitments within school.</p> <p>This was very effective in engaging the targeted children in writing. They enjoyed the trip and created some brilliant pieces of writing about their experience.</p> <p>This has been effective in giving children a context to their learning and promote reading. Coaches supported in lessons and listened to readers.</p> <p>Children engaged with the sessions. Through pupil questionnaires it is clear that children became aware of issues in sport. The use of a professional coach was effective in reaching the older pupils.</p> <p>Disadvantaged families were targeted with hampers from Fuel for School giving the children food and snacks that they could have in school. The stall has been a success but as it has been in the same location the same parents</p>	<p>the use of children at break time isn't effective. Next year we will look at using these leaders at lunchtime to monitor sports in the playground.</p> <p>This will be used again next year with a different cohort of children to help engage and progress disengaged learners.</p> <p>Reestablish this next year. Potentially with the year 5/6 cohort.</p> <p>To continue social interventions such as this next year to take social issues. This will also be used to target mental health and issues around social stigmas.</p> <p>This project will not be taking place next year.</p>
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<ul style="list-style-type: none"> Leadership time given for PE lead to promote sport within the school and arrange sporting events for the school. 	<ul style="list-style-type: none"> Planned leadership time to allow the PE lead to carry out planning and preparation for sporting events. 	<p>£500</p>	<p>come and not all families in the school are benefitting. The food available also was not what we had expected. The food was also occasionally used within lessons but only in certain year groups not across the school.</p> <p>Leadership time used to carry out impact questionnaires, meet external organization and monitor coaches in the school.</p>	<p>This will continue next year.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> LCFC to come into school and providing CPD for teachers by coaching alongside them 	<ul style="list-style-type: none"> Communicate with LCFC to monitor the effectiveness of CPD support and improvement to teaching and learning 	£1500	Staff confidence questionnaires show a positive increase in teacher confidence and knowledge of PE.	This will be used next year to support teachers early in the career.
<ul style="list-style-type: none"> Premier sport coming into school and providing CPD for TA and those in teacher training. 	<ul style="list-style-type: none"> Communicate with premier staff to monitor the effectiveness of CPD support and improvement to teaching and learning Feedback forms to be completed to see if there has been an increase in staff confidence 	£1990	Trainee teachers given the opportunity to observe good practice in PE and help them to plan and carry out good quality PE sessions. Staff confidence questionnaire scores again positively increased and feedback has been very positive.	Next year this will be targeted at KS2 and used to support teachers and staff in PE.
<ul style="list-style-type: none"> A new assessment system, icoach4sport and Classroom Monitor, with the aim of making assessment easier and consistent for teachers 	<ul style="list-style-type: none"> Monitor use of assessment on the app 	£200	This assessment system was not effective for our school and a new assessment system has been put into place.	This is not sustainable and will be replaced next year.
<ul style="list-style-type: none"> RQT's given professional development to help develop their coaching skills 	<ul style="list-style-type: none"> A coach from LCFC to work with RQTs on sports they need support in teaching. 	£405	Staff confidence questionnaires show a positive increase in teacher confidence and knowledge of PE.	This will be used again next year to support teachers early in the career.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Additional achievements:</p> <ul style="list-style-type: none"> Children offered a range of sports that they are not usually exposed to at after, lunch and breakfast clubs Clubs such as cross country, athletics and football provided for children to encourage them to try new sports. Each term Premier will run an enrichment day will take place where each child will try different a new sport they have never experienced. 	<ul style="list-style-type: none"> Encourage every child to take part in one club More children taking part in each club, which is recorded through registers 	£0	Children who go to breakfast club have been taking part in sport in the morning prior to learning and through feedback have expressed their enjoyment of the sports. Registers have shown those who have taken part in regular exercise.	Children to continue to have these opportunities next year and choose the sports they wish to take part in.
	<ul style="list-style-type: none"> Have feedback for the taster sessions and monitor uptake of sports 	£0	Club uptake has increased as the year has gone on and children have been participating regularly throughout the year.	Next year offer clubs again to all year groups and monitor their uptake. In clubs that have less uptake children will be asked what they prefer to take part in.
	<ul style="list-style-type: none"> A small sample of questionnaires given to children after each enrichment day. 	£250	These have been a big success with children taking part in sports such as lacrosse, tri golf and fencing. Feedback from staff and children was extremely positive. Child questionnaires all showed the children's desire to do days like this again in future.	This will take place again next year with new sports used which children will have the option to choose from .

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Participation in Lincoln School's Cross Country League and athletics competitions 	<ul style="list-style-type: none"> Success at school competitions Chances for children to speak about their sporting experiences within school. Host a cross country event to promote the sport within school Children to take part in 	£100	<p>The school was successful in this with all children improving their scores from the previous year and getting new personal bests. We hosted an athletics event which the staff, children and parents enjoyed.</p>	To continue to take part in these events and build on previous success.

<ul style="list-style-type: none"> Children to compete in inter-school competitions each term in different sports through outside agency- Premier. Children to compete in tournaments 	<p>training prior to competition</p> <ul style="list-style-type: none"> Use the schools house reward system within the inter house competitions 	<p>£575</p> <p>£500</p>	<p>These competitions promotes sports with the school and children enjoyed the competitive element.</p> <p>We have been successful at different tournaments, especially in football. We progress in the halftime tournament and played on the pitch of LCFC at half time.</p>	<p>To host these again next year and make them more frequent.</p> <p>To organise further matches next year ad continue to take part in sporting competitions.</p>
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£1112 in contingency