



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

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:

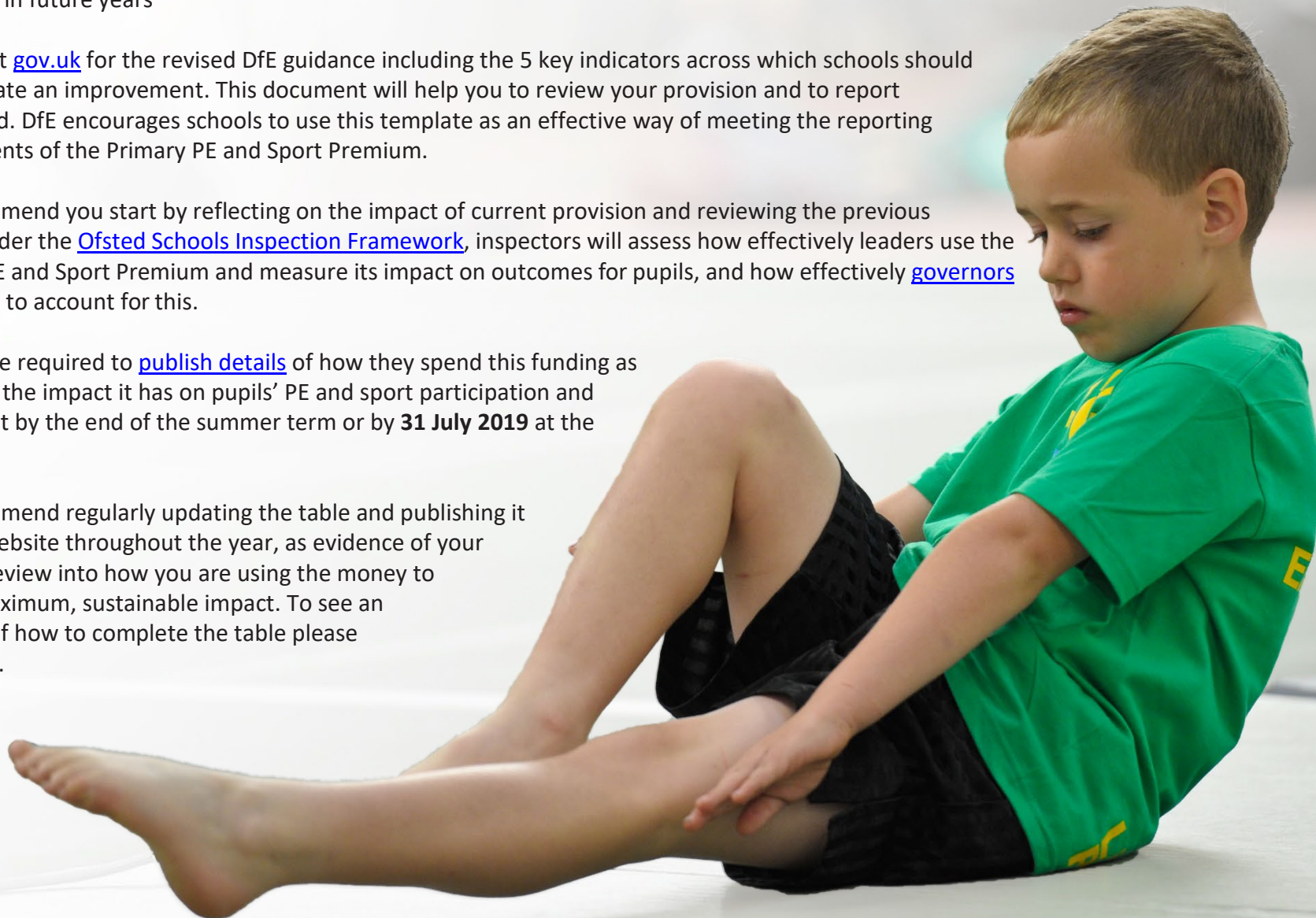
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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 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:
<ol style="list-style-type: none"> 1. Continuation and development of Daily Mile for our 4th year running. Successful consultation with children through a survey about how to make DM more interesting and appealing. Installation of new initiatives to meet this need. Measures taken to continue DM in poor weather. 2. Profile of PE continues to be raised across KS1 and KS2. Use of social media (Twitter) to promote sport and physical activity events to parents and the wider school. 3. Staff taking on new PE subjects and feeling confident to teach in unusual areas e.g. skipping lessons, rugby and athletics. Better sharing of central lesson planning resources to ensure consistency across the school and progression between year groups 4. NMPS continue to offer a huge range of sports and activities so that every child can find their 'thing'. Children have participated in 28 different types of sports activities throughout the year. Each activity has been taught in school during lunch time clubs and practises and five sports have been integrated into PE lessons to raise the standard of the game when we compete externally e.g. Sportshall Athletics 5. Children have taken part in nearly 40 different sports events throughout the year. By Easter 2019 all children in KS1 and KS2 had attended at least one competitive sports event. Over 80% of children in KS2 had attended at least two events and 50% of children in KS2 had attended 3 or more events since September. There has been better targeting of events to suit certain children and better preparation for 	<ol style="list-style-type: none"> 1. Continuing problem with children lacking suitable clothing and footwear for PE. Problem is particularly apparent after a school holiday as PE kit is not returned to school. Around 5 children per class of 30 persistently have no PE kit or trainers in school. We are considering a totally different approach which could result in a change in the whole PE uniform policy. 2. New earrings policy written and rolled out this year. Need to promote this policy to parents to enable all children to participate in PE lessons and school sport – particular problems in KS1 where children are unable to remove their own earrings. 3. Playtimes – considerable effort has been made to prevent the dominance of football at playtimes, however all attempts have so far been unsuccessful. Further consultation with staff and children is required to find a rota and staffing system which works for <u>all</u> children and enables a higher number of children to participate in an 'active playtime'. 4. A new assessment tool for PE was written last year however, limitations on staffing and budgets have meant that the use of this tool has so far, been limited. The majority of skills assessment so far is anecdotal and dependent on one individual knowing the skills and abilities of all the children in the school. 5. Need to improve dance provision for all year groups. Bringing external dance providers into school has not delivered the CPD which was expected. Teachers still do not feel confident or prepared enough to

these events during lunch time practises.

6. GOLD School Games Award attained for the third year in a row.
7. Better links with local sports clubs. Active filtering of children from school sports events towards a number of local clubs which have now seen their numbers rising. Particular success in girls football, tennis, netball and boys football.
8. More and better quality Intra School sports events – successful Mini Triathlon, Scooter Duathlon and Mapquest Sports Day. Intra school competition now brought into PE lessons at the end of each unit of work e.g. benchball and basketball tournaments.
9. Improved sharing of best practise across the PEGS cluster. Formal and informal skills sharing between PE leads. PE Coordinator now plugged into national network of PE Leads. New Mills cluster now envied for its great network and system for interschool sports.
10. Improvements in Playleaders and Sports Captains schemes to develop leadership opportunities for year 5 and 6. Sports Captains work with School Council to develop better playtime rotas and equipment.
11. Integration of OAA into the whole PE curriculum. Set up of a woodland lunch time club and forest schools after school club. Huge over demand for this resource shows future potential to develop and refine the provision.
12. Swimming – Better understanding of the levels of swimming further down the school. Survey of Year 3 and 4 pupils to identify any children who may need extra swimming support before they start school swimming in Year 4. Increase in the % of children able to swim 25m from 2017/18 (75% to 86%)

teach topic linked dance themes across all year groups.

6. Daily Mile – Multiple reinventions of the Daily Mile format have kept the format fresh and children interested in taking part. Staff now on a rota to help each session. However, more work is required to ensure Daily Mile continues.

13. Cycling embedded in PE curriculum through Balance Bikes and extension of Bikeability provision. School now offering cycle training at every stage (Balance Bikes, Bikeability Level 1 and 2, Bikeability Transition)	
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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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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: 2018/19	Total fund allocated: £218	Date Updated:04/2019		
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: 1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. More and better quality lunch time clubs run throughout the week. Focus on active minutes during the sessions 2. Consultation with children to establish how to make playtimes more active for all children 3. Continuation of Daily Mile – introduction of challenge cards, obstacles and class challenges to increase intensity of sessions for children. 4. Increased use of 'Brain Break's in class. Trialled in year 4 	<p>Continue to advertise lunch time clubs for KS2. Work with kitchen staff and middays to ensure children go for lunch early to maximise time outside.</p> <p>Creation of new challenge cards, survey KS2 children to find out what else would motivate them to run further or harder. Creation of obstacle course</p> <p>Sports Captains working with School Council on playtime rota and equipment rotation.</p> <p>Purchase of grass matting to create all weather running surface on the top playground.</p>	<ol style="list-style-type: none"> 1. Included in PE Coordinator cost 2. £0 Daily Mile run by volunteer 3. £0 Brain breaks free online resource 	<p>Consistently high numbers of children attending lunch time clubs and practises. More children enjoying a wider range of sports and activities and being active for longer during the school day.</p> <p>More children participating in Daily Mile. Children running more laps and spending more minutes in 'high intensity' zone. Obstacles, skipping and challenge cards have all engaged children in being more active during the session.</p> <p>Rubber matting has meant that the grass running surface is now usable all year round.</p>	<p>Lunch time clubs are sustainable as currently timetabled. PE Coordinator advocating for an extra midday supervisor in 2019/20 budget to use the top playground space for games activities on days when she is not at school.</p> <p>Survey children regarding Daily Mile annually to ensure the format appeals to a wide range of children.</p> <p>Encourage the roll out Brain Breaks to all classes.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:

				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. Use of Twitter to raise profile of PE and School Sport with staff and parents. 2. High attendance at interschool sports events means an increase in profile of the school in the High Peak 3. Use of sports events as a tool for improving behaviour in school 4. Using the OAA element of PE to link with PSHE. Increasing children's resilience, teamwork and therefore performance in other school subjects 5. Teachers have a positive view of PE and School Sport and can see how it helps children to develop a wide and transferable skill set. 6. Develop Sports Captains and Leadership scheme 7. Continue to promote Daily Mile as an important tool in maintaining and improving pupil fitness and mental alertness 	<p>Regular updates and photos shared on Twitter. Good feedback about this resource from parent questionnaires.</p> <p>Focus on sportsmanlike behaviour at sports events to ensure children are representing their school and displaying the correct values (School Games values)</p> <p>Use of Behaviour Agreements for sports events with certain children where necessary. Make attendance at sports events dependent upon good behaviour during PE lessons and in general class sessions.</p> <p>Increase amount of OAA in the PE Curriculum. Increase use of woodland and outdoor learning.</p> <p>Sports Captains to work across the school to develop their own projects and priorities</p>	<p>Included in PE Coordinator cost - Total £13,494</p>	<p>Increase in numbers of parents using and viewing the school Twitter account. Good feedback from this resource</p> <p>Anecdotal evidence that the reputation of the school has improved through attendance at and behaviour during external sports events.</p> <p>Behaviour agreements effective in some cases</p> <p>High number of applications for Sports Captain this year. Profile of Sports Captain Role increased by previous Captains activity and attitude.</p> <p>Woodland lunchtime club hugely popular with children.</p> <p>Year 4 Whitehall day very successful and introduced many children to the concept of outdoor and adventurous activities.</p> <p>Anecdotal evidence shows that Daily Mile has improved fitness and wellbeing across the school.</p>	<p>Continued use of Twitter to promote PESSPA in school and to parents.</p> <p>Continued use of behaviour agreements with specific children.</p> <p>Continued promotion of the School Games Values during sports events and PE lessons.</p> <p>Elect new Sports Captains at Easter 2019.</p> <p>Survey KS2 children on an annual basis to ensure Daily Mile meets their needs and remains fun and motivating.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. HLTA working with PE Coordinator to develop skills, activity types and range of games 2. Use of Derby Lesson plans by the wider teaching staff to ensure consistency of approach 3. PE Coordinator to develop a range of easily accessible planning resources to help teachers plan better and more varied warm up activities 4. Increase active time during PE lessons 5. Use of UK Sport Coaching CPD time to help teachers develop their skill set 6. Introduce monitoring and assessment of pupil progress in PE lessons 	<p>Work shadowing and team teach approach between HLTA and PE Coordinator for year 1, 2 and 3 on a variety of ball skills, gymnastics and dance activities.</p> <p>PE Coordinator trained in topic based contemporary dance to enable better quality teaching in lessons.</p> <p>PE guidelines reviewed and promoted through the termly Sports Bulletin. Teachers working with parents to ensure children are properly dressed for PE.</p> <p>Set up CPD sessions with Mat from UK Sport Coaching and Dave Cullen from High Peak Golf club</p> <p>Roll out new monitoring tool</p>	<p>Included in PE Coordinators cost (Total £13,494)</p>	<p>HLTA staff better equipped to teach a broad range of PE subjects which fit with curriculum and enable progression of skills between year groups.</p> <p>Derby Lesson plans now used regularly by the majority of staff teaching PE. Impact is that lessons have better progression with the focus on fundamental skills rather than straight forward game play.</p> <p>Warm up games sheet circulated to all staff.</p> <p>CPD on golf, rugby and dance have improved the quality of teaching in these areas.</p> <p>Reward systems in place for quick changing during PE lessons.</p> <p>Lack of staffing and time has meant the use of new monitoring tool has been limited.</p>	<p>Monitor teaching to ensure consistency of approach and adherence to the curriculum.</p> <p>Develop add on games to make Derby lesson plans more fun for children.</p> <p>PE Coordinator to run a session with staff on how to teach a range of quick and easy warm up games which focus on fundamental movements and skills.</p> <p>Discuss a complete change in PE kit and footwear rules with senior staff.</p> <p>Think of new ways that the monitoring tool could be used during lessons to monitor pupil progress.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				40%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. Ensure school has necessary equipment to teach a wide range of sports and activities 2. Widen the range of sports on offer in PE lessons, after school clubs and through school sport. 3. Develop links with external sports clubs to encourage children to continue with sport outside of school 4. Develop Sports Leaders Scheme in KS1 so that children have access to organised games at lunch times. 5. Develop KS1 playground so that it can be used for a variety of different activities and sports 6. Skills sharing within the PEGS cluster to help develop the breadth of sports on offer 7. Expand OAA offer 	<p>Regular equipment audits to ensure we have the correct items for each activity.</p> <p>Purchase of new gym mats to facilitate better quality PE lessons</p> <p>Redraft of the curriculum to ensure a wider range of sports are taught during PE lessons. Ensure that the curriculum is flexible enough to allow for 'one off' sessions during bad weather or when the timetable doesn't allow for a normal PE lesson e.g. skipping sessions brought in for fitness in the winter months.</p> <p>New After School Clubs developed to widen activity range – Ninja Warriors and Forest School sessions brought in this year.</p> <p>Work with external sports clubs to broaden the range of sports offered in school. Focus this year has been on Golf, Tennis and OAA.</p> <p>Funding secured for the KS1 playground to increase climbing challenge and ball sports on offer.</p>	<p>Included in PE Coordinators cost (Total £13,494)</p> <p>£940</p>	<p>Purchase of Sportshall Athletics equipment has significantly improved our school performance and children's confidence in this event.</p> <p>Consultation with children through School Council has led to the purchase of more playtime equipment which meets the needs of children who want to play a wider variety of sports at lunch times.</p> <p>Dodgeball, Sportshall Athletics, Skipping, Rugby, Hockey, Team Building, squash, badminton, archery, golf and Scootering have all been brought into the curriculum this year and have been well received by children.</p> <p>Year 5 Sports Leaders working with KS1 children to offer a range of games at lunch times. Year 5 children have set up their own lunch time clubs off the back of this activity and are now running a dance club for KS1.</p> <p>Participation in a range of external sports events has encouraged PE</p>	<p>Further focus on Sportshall Athletics next year. Possible sharing of equipment with other PEGS cluster schools.</p> <p>Review and renewal of playtime equipment. Annual survey of children to ensure equipment meets their needs.</p> <p>Deliver KS1 playground project.</p> <p>Work with midday supervisors to ensure use of the top playground area on Fridays. Increase range of activities on offer and encourage them to put out a range of equipment.</p>

	Kinder walk for Year 6 in June 2018	£388	lead to develop her skills in these areas.	
	Close partnership working with PE leads at Hayfield school and New Mills School to consolidate skills and become confident in teaching new sports e.g. New Mills School offered CPD in basketball			
Key indicator 5: Increased participation in competitive 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:
<ol style="list-style-type: none"> 100% of children to attend at least one external sports event Use of different transport options to enable us to enter B and C teams in competitions. Use of non-competitive 'festival' type events to engage children who do not initially respond to competitive sport. Better preparation for events to ensure they understand the rules of the event. This increases their enjoyment of the event and increases our success rate in terms of High Peak and County qualifiers. Increase number of competitive intra school events and activities. Develop links with local clubs to encourage children to continue with competitive 	<p>Consult with 'refusers' to ensure that all children find a sport they enjoy.</p> <p>Manage team selection to ensure events are shared out amongst children. Ensure children understand team selection procedure.</p> <p>Attend KS1 Ball Skills Festival, Archery Festival, Racket Festival.</p> <p>Allocate budget to fund Sustainable Hayfield minibuses to transport children to events.</p> <p>Develop a bank of parent volunteers who can help us walk to sports events.</p> <p>Run lunch time practise sessions to prepare children for an event.</p>	<p>Included in PE Coordinators cost (Total £13,494)</p>	<p>By Easter 2019 all children in KS1 and KS2 had attended at least one competitive sports event. Over 80% of children in KS2 had attended at least two events and 50% of children in KS2 had attended 3 or more events since September.</p> <p>Festival events well received by children involved and has led to their increased involvement in more competitive activities.</p> <p>All children attending an event have attended at least one practise session to ensure they are comfortable with the rules and format of the game. This approach has improved our performance at a range of events with us qualifying for three High Peak</p>	<p>Continue to monitor participation rates through the summer term to ensure all children in KS2 attend at least 2 events before the end of the academic year.</p> <p>Continue to use festival style events as the entry point for less able or enthusiastic children.</p> <p>Continue to run lunch time practise sessions for all external sports events</p> <p>Roll out the mini tournament format in all appropriate PE modules (Sportshall Athletics, Rounders, Dodgeball).</p> <p>Continue to work with external</p>

<p>sport outside of school.</p> <p>7. Achieve School Games GOLD award for the 3rd consecutive year</p>	<p>Explain rules and format of the event.</p> <p>Whole School Scooter Duathlon run with children choosing their level of challenge.</p> <p>Mini tournament format included at the end of each PE unit of work</p> <p>Develop links with New Mills Tennis Club, Golf Club and Junior Football Club, Whaley Football and Stockport Harriers Running Club.</p>		<p>finals so far this year.</p> <p>Scooter Duathlon huge success with children relishing the chance to compete for each challenge level.</p> <p>Mini tournaments run at the end of some PE units (benchball and basketball). Well received by the children.</p> <p>Strong links formed with New Mills Juniors (Football), Whaley Bridge girls football and New Mills Tennis club. Active filtering of children to external clubs has resulted in around 25 children in KS2 starting a new sport outside of school as a direct result of having played it in school time.</p> <p>Gold School Games award achieved for the 3rd year in a row.</p>	<p>clubs to encourage more children to play competitive sport outside of school hours.</p>
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