

EVIDENCING THE IMPACT OF PRIMARY PE AND SPORT PREMIUM -GUIDANCE & TEMPLATE-

DEPARTMENT FOR EDUCATION VISION FOR THE PRIMARY PE AND SPORT PREMIUM

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

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

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

It is expected that schools will see an improvement against the following 5 key indicators:

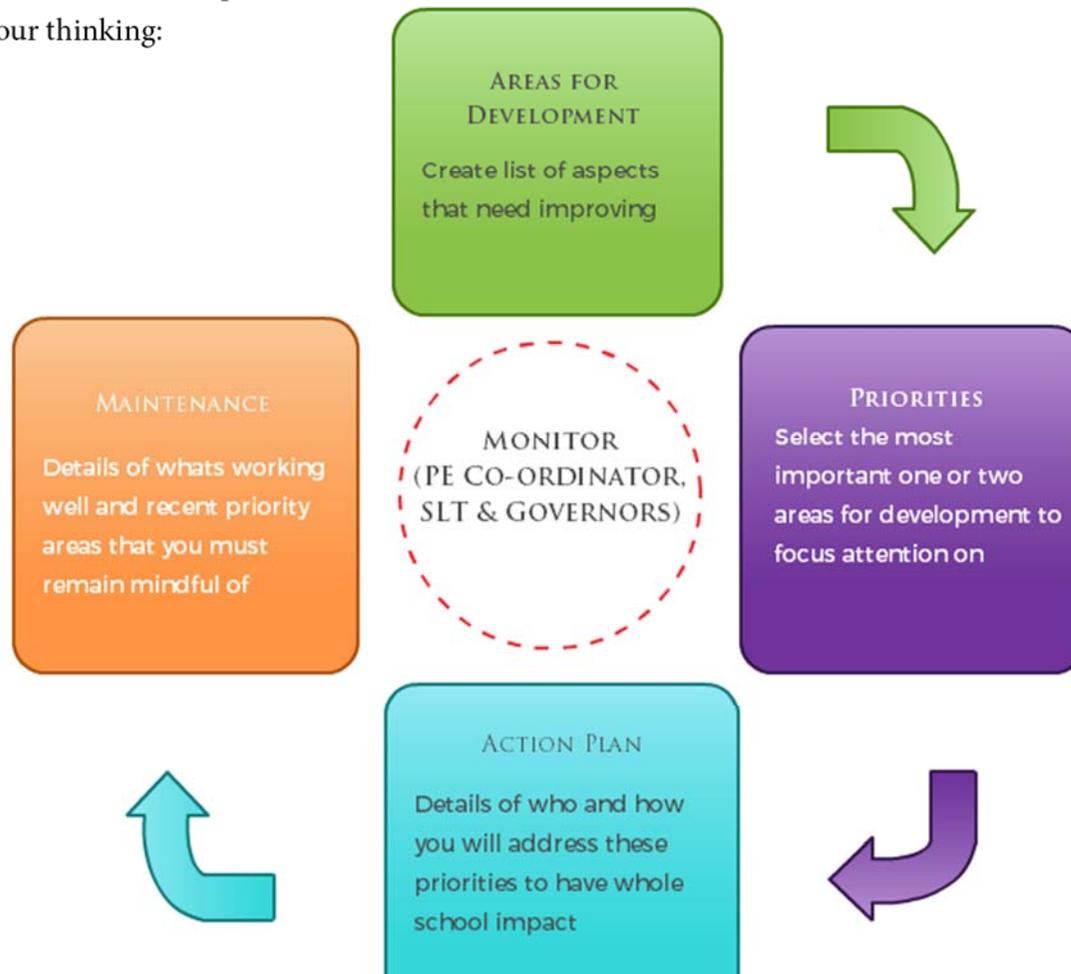
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience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

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible. We recommend that you upload the following **template** to your website to serve that purpose.

Primary Physical Education and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. 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 (below): A process model to support your thinking:



HOW TO USE THE PRIMARY PE AND SPORT

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 premium 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:

- hire 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

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

SECTION 1 – EVALUATION OF IMPACT/LEARNING TO

In previous 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 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

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

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:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<ul style="list-style-type: none"> • Increase the opportunity for pupils to participate in PESS extra-curricular activities, including those who are ‘less active.’ • Improve the level and success of participation in competition. (Including LV3.) • Improve subject knowledge in a variety of subject areas, particularly in Key (Fundamental movement skills.) 	<p>(All evidence validated in School Games validations for 2013-14 and 14-15.)</p> <p>2013-14: 36% of pupils involved in Extra-curricular activities, a dramatic increase in uptake, particularly given a reduced space during building work.</p> <p>2014-15: Maintained the level of extra-curricular provision, during building works.</p> <p>Formulation and completion of a new Change 4 Life club, utilising staff skills. Clear link made between attendance and improved progress in PE.</p> <p>Increased pupils taking part in Change for Life club. (50% increase from 2014.)</p> <p>20% increase in active school club links.</p> <p>2014-15 – Sport premium used to ensure increased participation in LV2 and 3 competition. (2015 – First ever participation in LV3 Birmingham School Games.)</p> <p>Greater level of attendance in School Games, including B and C teams in new sports such as tennis and Year 3&4 football.</p> <p>Winners of numerous Level 2 competitions in Year 3-6.</p> <p>All KS1 staff attended the BUPA ‘Start to Move Course’ and are familiar with the concept of ‘Physical Literacy’</p> <p>KS2 staff given a range of CPD opportunities in National Curriculum areas/sports.</p>	<p>Ensure that there is coverage in all Key Stages, present club capacity is centred on KS2 and in particular Years 5 and 6.</p> <p>Work with YST to establish the wider impact of Change 4 Life club attendance.</p> <p>Value for money demonstrated in relation to % of premium spent – greater use of school staff required to improve ‘value for money.’</p> <p>Improve the range and sustainability of active school club links.</p> <p>We must match or improve on the amount of Level 2 and 3 competition and ensure that we increase the range of pupils and sports. Transport costs must be monitored and if possible find more cost effective ways to get pupils to events. SEND competition must be maintained and embedded into normal School Games practice.</p> <p>Ensure staff CPD is fully embedded through classroom practice. Give Key staff responsibility in each Key Stage for developing curriculum practice. Produce a more appropriate way of providing CPD for KS1/FS staff and a more consistent way of planning</p>

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

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

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

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

STEP 1: Confirm the total fund allocated

STEP 2: Review activities and impact to date either using the template you used last year or the space provided at the top of the template

STEP 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 children's physical literacy at key stage 1)

STEP 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. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

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

STEP 6: Complete column D to detail funding allocated to this priority (e.g. £100)

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

Academic Year: 2015/2016		Total fund allocated: £10350					
STEP 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)							
PE and Sport STEP 9: The greyed out columns will be useful when reviewing your school's spend in future and sustainability. Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding	Evidence confirm actual spend and	Actual Impact (following Review) <i>on pupils</i> ½ year review/review	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (KSHAL)	Maximise PESS opportunities and continue to provide a range of extra-curricular activities aimed at KSHAL.	Resource PESS effectively. Ensure a range of clubs/programmes linked to KSHAL.	£2500	£1750 spent on extra-curricular by MAR 16.	Change for life and other extra-curricular activities in place. <u>'Fizzical'</u> project in Y4, 5, 6. <u>First steps</u> courses running for Years REC-6.	Figures for Sept-Mar show increasing numbers involved in clubs. 5-10% increase in club participation. Double the amount attending KSHAL.	Parents are now contributing to extra-curricular activities due to an increase in fees. Increase capacity for KSHAL through lunchtime clubs.
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	New planning and resources to teach 'Physical Literacy' in Ks1 (and REC.) Provide CPD for play leaders/key staff.	Develop or purchase KS1 planning. Purchase resources for REC – YST. Work alongside Sport Birmingham/YST to source planning/resources. CPD in tennis. YST membership.	£2000	£1555 spent by FEB 16 – dance workshops, YST membership, 'real PE' course. £500 spent on other staff training.	FEB 16: Key Y1 staff member attending 'real PE' course. Trial in Y1 with PE Lead. Discussions with Create development about REC/KS1 training.	MAR 16: Staff and pupils reporting increased engagement in PHYS LIT sessions. Greater staff confidence in dance - reported. Target class in Y1 fully integrated into Real PE sessions.	MAR 16: Continue to trial in Y1 and REC. Courses/CPD will ensure sustained Physical Literacy teaching at Clifton. All EYFS/KS1 staff trained in Real PE 16-17.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Develop a team of 'Sports Leaders' in Y4-6 to enhance playtime experience and LV1 competition.	Ensure Y5/6 take part in leadership training and have the opportunity to assist/run playtime/curriculum/competition. Allow access to competition. Success 2 achieve	£ 500	Free training was through Calthorpe SSP. Funding will be used for Y4/5.	20 Y6 pupils 'Play maker' trained in Sept 2015. Regularly assisting at lunchtime/play. (Accessed free through SSP.) Online assessments	Increased opportunities for Leadership. Improved level of physical activity for other pupils. Further sessions not possible due to	DEC 15: Roll out to Y4/5 during Spring/Sum term. Increase lunchtime opportunities for KS1 pupils. Much greater use of assessment data in

continued...

4. broader experience of a range of sports and activities offered to all pupils	Ensure that a broad range of PESS in taught in curriculum and extra curriculum time. Resource PESS effectively.	Link curriculum teaching to SSP/School Games events, ensuring new sports such as 'Handball' to be taught. Diverse club opportunities.	£2000	1500 spent by MAR 16. £2000 spent by July 16.	Purchase of resources for sports to engage pupils in and outside curriculum e.g. Handball/tennis. Replenished existing items.	Greater range of Physical Literacy and PESS being taught during curriculum and clubs. LV1 competition in tennis-dramatic rise.	Decrease in future spend on resources expected. Greater range of sports covered through new SGO hub.
5. increased participation in competitive sport	Develop teams for and enter a wide variety of LV2 events and qualify for LV3. Increase B,C,D team participation.	Enter all SSP School Games events and promote through social media. Strive to increase LV3 participation. Also, improve LV1 School Games.	£2000	£900 spent of entry fees/ Kit/travel to School Games/ trophies. Mar 16.	FEB 16: Excellent attendance in LV2 SG. 2 teams qualified for LV3 winter games.	Increased attendance in LV2 and 3 SCH Games. Increased B/C teams. Continued increase in LV3 participation, including SEND in summer games.	Recognition of the importance of LV2 and 3 competition ensures it is valued by staff, pupils, parents, wider community.
Contingency for resources/one off events. not planned	Ensure all available events are attended.	Ensure spending is organised by MAY 16.	£1000	£100 spent on travel.	Attended LTA tennis training video.	Pupils Youtube video screened in May through I.T.A.	Increased relationship with I.T.A. Clifton

<https://twitter.com/SportAtClifton>

Completed by: Owen Lamprey/Sarah Bakewell.

Date: 16/09/2015 (devised) ½ termly updates.

Review Date: 20/07/2016

