



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Created by



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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>PE seen as priority in class timetables.</p> <p>More children wearing correct kit with hair tied back and no jewelry.</p> <p>Lunchtime clubs – football/team coaching, cross country, kwik cricket, gardening club, table tennis club;</p> <p>Before school netball club;dance; multi active club;</p> <p>After school – tennis; dodge ball; multi skills, dance, cross country</p> <p>After school Cooking club</p> <p>School council consultation</p> <p>Teachers increased confidence teaching dance and gymnastics through visiting coaches and colleague/SL support and therefore improved pupil learning and progress.</p> <p>Daily buzz time reestablished – children made timetables of activity.</p> <p>Sensory circuits established before school</p> <p>PTA and lottery funding for new play structure focus – upper body strength following need identified.</p> <p>Year 5 play leader scheme established.</p> <p>Climbing completed wall in Wild garden – suitable for all heights, will improve upper body strength.</p>	<p>Core strength in EYFS – balanceability training</p> <p>KS2 break snacks</p> <p>Possible lunchtime games leader</p> <p>General fitness of children and staff – running a mile, active breaks.</p> <p>Parent fitness – role models for children.</p> <p>Greater progression in PE, particularly gymnastics; use of PE journals by Y5&6 so they can monitor their progress.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	100%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	95%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	95%
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

Table below shows all Sports Premium funding, current and proposed expenditure including new and established initiatives.

Academic Year: 2018/19	£17,970		
Date	Activity	Cost	% of total (rounded)
Sept-July	Parkside, SSCO	1700	9%
Sept-July	Netherhall, Gold level SSP	1400	8%
Sept-July	PE equipment	2774	15%
Sept-July	Trophy engraving + medals	16	0%
Sept-July	Premier Sport, Stay active lunchtime sessions	1480	8%
Jan-Mar	Premier Sport, Breakfast club sessions	180	1%
Sept-July	Tennis lunchtime club	450	3%
Jan-Mar	Staff training	611	3%
Sept-July	Supply for teachers/subject leader £180 per day	1514	8%
Oct - April	Table tennis club £25 per session	225	1%
May	BMX workshop	534	2%
Sept-July	Swimming tuition	90	1%
Sept-July	Tournaments and transport	120	1%
Sept-July	Athletics equipment - hurdles		0%
Sept-July	Supply cover for teachers - residential trips	702	4%
Sept-July	Activity Centre trips	143	1%
November - July	Staff fitness	405	2%
November	Parent fitness	60	0%
Sept-July	Lunchtime sports supervision	2500	14%
	Total	14904	83%

NB Sport Premium funding comes in two parts: £18020 - payable £10512 Nov 18, £7508 May 19. The above spreadsheet shows current spending/ allocation with more to follow!

[illegible]

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>High flyer assembly each week used for team sports and competitions also used for individual progress in PE to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p> <p>Head teacher awards for PE Outside achievement in sport and PE Develop the display of trophies and teams and school website. Display Eatwell guide in hall.</p> <p>Role models – staff in sport Parent sport and fitness Local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.</p> <p>School to take part in Sports Relief week Pupils self assessment of PE skills and fitness.</p>	<p>Achievements celebrated in high flyers assembly (match results plus notable achievements/progress in lessons etc.).</p> <p>Different classes to do dance/gymnastics displays.</p> <p>Display outside achievements in PE and sport.</p> <p>Teachers on duty at lunchtime will run an active session – different each day?</p> <p>Staff fitness sessions. Parent fitness class in school so children see the parents. Parents to come to assembly to talk about their sport/fitness. Staff volunteered for a sporting activity each day during lunchtime Monday – running; Tuesday – skipping; Wednesday hula hoping; Thursday – football; Friday – dance. Whose school dance assembly outside and daily up dates in assembly re activities.</p> <p>Assembly and flyers in newsletter re children’s coaching and events locally. Y5&6 to have PE journals – dance sequences, gymnastic routine, cross country laps/miles.</p>		<p>All pupils at some point in the year have taken part in assembly. Parents have attended assemblies.</p> <p>The school website and noticeboard full of information about matches/clubs/results and pupils are keen to get involved.</p> <p>- To date there have been 2 local personalities who have spoken in assembly – Louis Rolfe, Paralympian cyclist, Olympic squad rower and a cross channel swimmer. Cambridge United have also encouraged children to go to matches.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>✓ Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem.</p> <p>✓ More pupils attending clubs in the community which is complimenting activities in school and in the curriculum.</p> <p>✓ Increased self esteem/confidence are having an impact on learning across the curriculum.</p>	<p>The LDT has seen the benefits of the raised profile and is committed to supporting these areas if the Primary PE and Sport Premium is discontinued. Discuss potential lunchtime clubs with teachers.</p> <p>Continue to promote community clubs via the newsletter and assemblies.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. The following staff will undertake courses and disseminate to other staff: 2 teachers and 2 TAs to be trained in Balanceability. NQT – Safe Practice in PE and PE for NQTs . .</p> <p>Parkside Federation Academies Primary Sports Package and Cambridge School Sports Partnership 2018-19 access to CPD and termly networking events for PE SL</p>	<p>Baseline pupils so that impact can be measured over time. Identify the local centres who are running these courses. Ensure all identified staff are enrolled. Establish dates when cover is required and appoint cover staff. Ensure that time is provided for school based working. New staff training – NQT Subject leader development course</p> <p>PE SL to work with TAs on supporting PE</p> <p>PE SL observing gymnastics – focus on progression.</p> <p>Staff fitness classes – improved fitness and ideas to use when teaching.</p>	<p>Courses £</p> <p>Supply cover £1240</p> <p>Supply – 2 days per term £180 per day x6 = £1080</p> <p>Sports Packages cost included under competitions.</p>	<p>Better subject knowledge for TAs so confident to take a more active role in lessons/lunchtimes etc. Improved progression in gymnastics– teachers more confident in both areas.</p> <p>Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. -Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE ✓ Skills, knowledge and understanding of pupils are increased significantly - see note about end of key stage attainment targets ✓ Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve</p>	<p>This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
<p>School focus with clarity on intended impact on pupils: Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> <p>Parkside Federation Academies Primary Sports Package and Cambridge School Sports Partnership 2018-19 access to competitions and training</p> <p>Increase pupil interest in cross country</p> <p>Increase pupil attendance on residential visits with focus of outdoor and adventurous activities.</p>	<p>Actions to achieve:</p> <ul style="list-style-type: none"> - Undertake all opportunities offered through the sports partnership/LA/ National Associations (afPE & YST)/ NGBs/ Awarding Organisations with an aim to get more staff up-skilled and involved. - Arrange a further pupil survey via the school council to ascertain what pupils would like. - Involve external coaches to work with staff in clubs. <p>Fencing assembly.</p> <p>Climbing wall in Wild garden</p> <p>Enter y3 and 4 in qwik sticks and cross country – county.</p> <p>Whole school cross country event in houses – Autumn Term.</p> <p>Dance workshops for all children</p> <p>May Pole dancing and country dancing</p> <p>Financial support for families who require it. Supply cover for teacher to accompany classes with class teacher.</p>	<p>Funding allocated:</p> <p>Cost under competitive sport</p> <p>£375</p> <p>£350</p> <p>£900</p> <p>£1110</p>	<p>Evidence and impact:</p> <p>More staff involved in extra-curricular activities and all teachers feel more confident teaching new activities. Improved upper body strength on all children.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> ✓ Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons ✓ Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good. ✓ 95% of pupils say they enjoy PE and Sport and want to get involved in more activities. ✓ Pupils who were disaffected in school are now engaged and want to take part. 	<p>Sustainability and suggested next steps:</p> <p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>The school is no longer dependent on 'experts' coming in to teach PE and Sport as staff are more confident and keen.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To introduce additional competitive sports e.g. table tennis identified by pupils in recent survey in order to engage more pupils.</p> <p>Parkside Federation Academies Primary Sports Package 2018-19 – access to sports festivals and Inter School Competitions Cambridge School Sports Partnership</p>	<p>Seek adults to coach children in table tennis.</p> <p>Sign up to agreement and attend festivals Year 1 -5.</p> <p>Teachers to share taking teams to competitions during year.</p> <p>Premier sports coach to train teams ready for competitions.</p> <p>Enter y3 and 4 in qwik sticks hockey and cross country competitions.</p> <p>Whole school cross country event in houses – Autumn Term.</p> <p>Admin support for competitions – 1 hour a week.</p> <p>Use of scout's minibus for transport when needed instead of parents.</p>	<p>£145 (tournaments and transport) £60 (trophy engraving)</p> <p>£1700 & £850 Sept -Jul</p>	<p>Different children take part in table tennis club and competition.</p> <p>NCPS attendance at most competitions. All Y6 pupils who want to able to take part in at least one competitive sports event.</p> <p>Very successful year re tournaments. NCPS has won the most competitions in our cluster.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>✓ Improved standards in invasion games in curriculum time</p>	<p>Site officer runs lunchtime club. Y5 & 6 took part in tournament. Community club sign posted for table tennis and some children attending.</p> <p>All teachers to do an active games club at lunchtime for the Autumn term – as no wild garden.</p> <p>Continued participation in competitions as in previous years.</p>

Other Indicators identified by school:				
1. Additional Swimming 2. Balanceability				
1. Swimming All remaining non swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE. All pupils can perform safe self rescue over a varied distance so they are confident and safe in water Year 2 to continue school swimming so that children who do not swim with families have more time to achieve 25 m.	Extra water safety session added to course at the Leys swimming pool. Ensure staff attend Swim England professional learning swimming teachers course to accommodate increase in numbers.	£1000	Current year 6 to be assessed.	Where appropriate SEND funding will be allocated to non swimmers. The teachers will work together to ensure all staff involved are confident and secure in teaching swimming.
2. Balanceability EYFS balanceability bikes to improve strength and stability	Training for all EYFS and KS1 staff – teachers and TAs/nursery nurses	£1000	Improved core strength children in EYFS	All staff trained and able to train new staff.