



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

Commissioned by  
**Department for Education**

Created by



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SPORT  
TRUST

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.

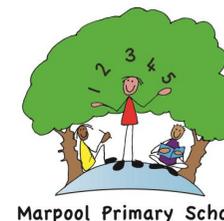
Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Every class doing high intensity work out for 15 minutes a day through Fitter Futures.</p> <p>School gym club entered to two teams into national championships and achieved third and sixth place finishes.</p> <p>Regular early morning running sessions for children and parents.</p> <p>Rich and varied extra curricular sports clubs established.</p> <p>Specialist dance teacher appointed providing bespoke dance opportunities for children and CPD for staff.</p> <p>Regular attendance and interschool competitive events.</p> <p>All children undertake outdoor and adventurous activities in our Forest School with a specialist forest school teacher.</p> <p>Children receive swimming instructions for a whole term in each of years 3, 4 and 5.</p> <p>Annual Sports Day at Exeter Arena.</p>	<p>Increased engagement of families in regular physical exercise.</p> <p>Staff confidence in teaching gym and dance.</p> <p>Development of a permanent running track.</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?	81%
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?	64%
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?	42%

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes
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## 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.



Marpool Primary School

<b>Academic Year:</b> 2017/18		<b>Total fund allocated:</b> £19,500		<b>Date Updated:</b>	
<b>Key indicator 1:</b> 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: 24.7 %
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>	
Introduce 10 minutes of daily high intensity exercise for all children in the school.	Subscribe to Fitter Future online high intensity exercise program	£500	Teachers have observed many pupils increasing their stamina and fitness levels during these sessions. Children show obvious enjoyment during these sessions.	Create a challenge for families to increase usage of Fitter Future at home.	
Use breakfast club to encourage more pupils to attend school earlier and get involved in activities.	Additional member of catering staff to order food, prepare and supervise.	£720	28 children attending breakfast club which includes a Fitter Future session. TAs trained how to get the most out of these sessions.	TAs and children to work together to create own high intensity workouts based on Fitter Future ones.	
Encourage scoot to school in order to get more pupils travelling to school without use of a car.	Purchase 20 scooters to introduce scooting in school.	20 x £30 £600	More pupils getting involved in scooting with over 50 now.	Work closely with parents to reduce amount of car journeys and encourage more use of scooters.	
Introduce early morning daily mile to increase amount of children and parents taking part in regular physical activity.	Make current course in school into an all weather track.	£3000 (additional cost to be funded by Parents School association)	Many families involved in 15 minutes of regular physical activity.  <b>WIDER IMPACT AS A RESULT OF ABOVE</b> ✓ Pupils are more active in PE lessons - take part without stopping to rest. ✓ Attitudes to learning improved - better concentration in lessons.		

			SAT results improved - see data.	
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 2.5%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Celebrate the importance of PE and Sport and to encourage all pupils to aspire to being involved in the school's sporting events.	Regular celebration assemblies which recognize pupil and staff achievement in sport.  Use of school newsletter to celebrate team and individual achievement.  Use of school Social Media platforms to celebrate sporting achievement.	£50	Children thrive and grow confidence from getting recognition of their achievements within the school community.  <b>WIDER IMPACT AS A RESULT OF ABOVE</b> <ul style="list-style-type: none"> <li>✓ Pupils are very proud to be involved in assemblies and in the newsletter.</li> <li>✓ See notes in Indicator 1 about attitudes to learning with better performance in SATs.</li> <li>✓ Increased self esteem/confidence are having an impact on learning across the curriculum.</li> </ul>	Importance of these celebrations valued by SLT and as there is small cost can be continued after PSF.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				29%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
In order to improve progress and achievement of all pupils the focus is on increasing teachers' confidence and ability in PE. Questionnaire of staff carried out to identify PE areas that they are least confident in. Dance and Gym identified.	Specialist dance teacher to work alongside teaching staff 1 morning per week for the whole school year.  Specialist gym teacher to work alongside teaching staff 1 morning per week for the whole school year.	£2850  £2850	Staff who have worked with dance teacher already feeling empowered to deliver higher quality dance lessons.  <b>WIDER IMPACT AS A RESULT OF ABOVE</b> ✓ 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	Staff who've received training to cascade what they have learnt throughout the staff team.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				35%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Each child to have at least a half term of learning in our Forest School with a qualified Forest School specialist.  Provide a broad range of sports in after school clubs- funded by the school and pupils who do not usually take up Additional PE and sport opportunities targeted.	Employ Forest School Teacher  GH sports run after school clubs	£5980  £900	In pupil interviews, children clearly talk about the practical skills they have learnt and the qualities such as resilience, team work and determination.  New clubs including table tennis, running, fencing and street dance have been set up. There has been an increase in children taking up, these sports out of school.	Staff work together with Forest School teacher.  Staff learning and observing how to run these clubs.

			<b>WIDER IMPACT AS A RESULT OF ABOVE</b> ✓ Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good.  ✓ 90% of pupils say they enjoy PE and Sport and want to get involved in more activities.	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 11%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.          - Engage more girls in inter/intra school teams particularly those who are disaffected.</p> <p>Build children's self-esteem and enjoyment of sport through non-threatening competitive events.</p>	<p>Take part in all inter school events in local learning community facilitated by DSSP PE staff.</p> <p>Two TA's paid to run after school girls' football club and take part in a local girls football league.</p> <p>Whole schools sports day at Exeter Arena.</p>	<p>£1800</p> <p>£200</p> <p>£200</p>	<p>100% participation in all local learning community events. Children feeling proud to represent the school. Increased participation in after school clubs.</p> <p>20 girls took part in games against local schools and regularly attend after school club.</p> <p>Great experience for children to compete in the arena. Increased desire to take part in athletics.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <p>✓ Improved standards in invasion games in curriculum time.</p> <p>✓ More girls are keen to take</p>	<p>Strong links between PE coordinators in local learning communities mean that tournaments and events could still continue if funding removed.</p> <p>Skilled staff can continue to deliver this.</p>

			part with a noticeable difference in attitudes to PE and sport.	
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Marpool Primary School