



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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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:

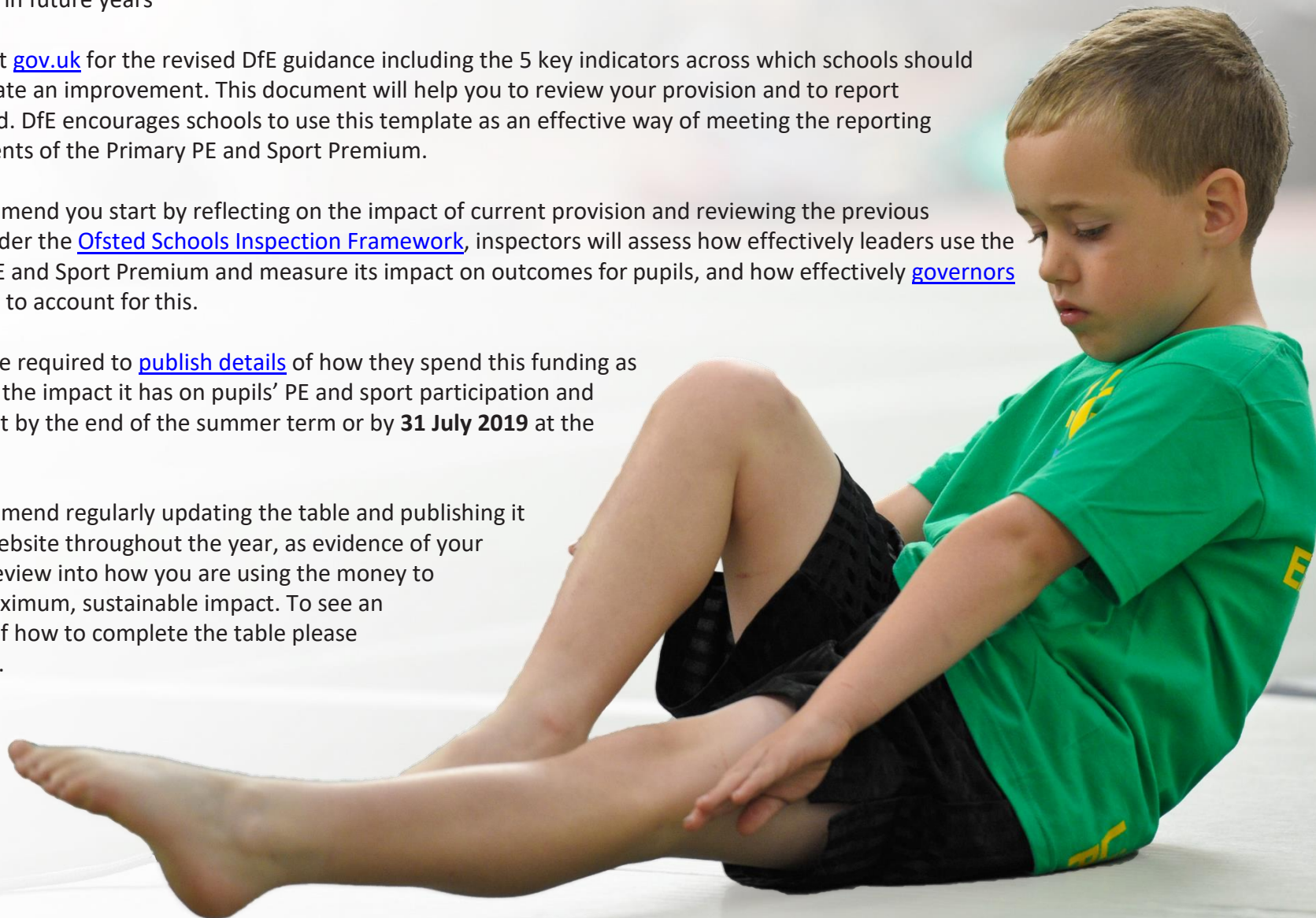
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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: |
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| <ul style="list-style-type: none"> • Active 15 embedded as a whole school approach • P.E. lead attended P.E. Network Forum and Self-assessment wheel training through Active Fusion • Attendance in 13 school games competitions • Led and delivered a trust sports day at a professional venue • Held KS1 and KS2 sports day at a professional sporting venue • Providing children with an extensive calendar of extra-curricular activities • Link governor working alongside PE lead and SMSC lead to establish a healthier school through initiatives. • Children in yr. 5 who didn't meet national curriculum expectation had extra sessions in yr. 6. • Specialist PE days with outside agency Scotty's heroes. | <ul style="list-style-type: none"> • Improve extra-curricular for KS1 • Ensure children have a healthy breakfast in breakfast club • Improve assessment facility to be updated each term and formatively. • Engage children in more structured activities and lunch and play times especially for KS1 to improve obesity levels. |

BCPA are still awaiting data from provider Swim Stars and Dolphins. Communication from Oct to present.

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| 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. | % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |

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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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 |

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.

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| Academic Year: 2018/19 | | Total fund allocated: £19430 | | Date Updated: Spring 1 | |
| 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 | | | | | Total allocation |
| | | | | | £1700 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Improve levels of physical activity. | PDA- Physical Daily Activity. Whole school have slots in the school day to engage with physical activity. | Sports coach/PE lead co-ordinating and evaluating. | Teachers given staff training on different approaches to Physical Daily Activity. 100 ways to be active in or out of a classroom used alongside Daily Mile. | JH to monitor and update staff on updates or new initiatives. | |
| Improve participation in breakfast and lunch clubs. | Children encouraged to take part in physical activities at playtime and lunchtime. Playground leaders timetabled throughout the week to lead activities on KS1 and KS2 playground from the training Active Fusion delivered through the EIS funding alongside Commando Joes curriculum (RB). | £1000 £300 iPad Spotify £120 | Increasing numbers in breakfast club for year 18-19. Physical activity slot allocated- wake up, shake up (KS1), outdoor fitness/ activities (KS2). | PE lead monitoring alongside Assistant head. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Total allocation: |
| | | | | | £1500 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |

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| <p>Bespoke roles to ensure accountability and effectiveness.</p> | <p>Opportunities to try new activities with family members, promote family fitness and enjoyment, healthy-active families</p> <p>Active literacy- pedals purchased to encourage to exercise whilst they pedal.</p> <p>Self/ peer assessment – iPads used to self and peer assessment within sessions.</p> <p>BIO clubs- SEND and G & T.</p> <p>Active School- Working alongside Active Travel officer to promote active travel to school through participating in Get Balby Moving, Tour de Yorkshire events, BCPA street party, 10 day active travel competition and the Big Pedal.</p> <p>Charity work- Race for Life, Sports Relief.</p> | <p>£500</p> <p>£1000</p> | <p>Improved physical, mental and social skills Family Engagement in school community Embed healthy lifestyles.</p> <p>Encouraging children to read more. Each year group has a pedal.</p> <p>Videos/ improvement of skills.</p> <p>G & T children given links with community clubs to develop skills further.</p> <p>SEND- focused skill work.</p> <p>Children travelling to school in a more active way. Children learning about the importance of being safe on the roads and knowing the community/ roads. Competing against peers, class mates and key stages.</p> <p>Raising the profile of sport on a whole school levelling educating the children about how being active can help others.</p> | <p>Sports coach permanently employed. Flexible timetable to suit the needs of the children.</p> <p>Reviewed/ monitored by PE lead and HT.</p> <p>Community links. To create a plan next steps alongside Tom Collister how we can improve the numbers of pupils cycling, scooting or walking to and from school.</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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| | | | | £3200 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| PE network meeting | PE lead/sports coach to network with other professionals and receive updates- LA and national. Sharing of good practice. Networking. | Cover x 3 days.£600 | Monitoring. Updates reported back to staff. | Try new initiatives or activities based upon professional discussions held with colleagues. Less behavioural issues are being reported at lunchtime. Children active. To use the evidence and notes made to review the impact of the training. To include in 2018/19 plans to confirm assessment in PE. Different experiences for the children promoting discipline, team work, determination and resilience to complete missions |
| Are you Ofsted ready? | PE lead to attend to receive updates and key information. | £75 fee cover £50 | Active, engaging lunchtimes. | |
| AF conference | Updates/ networking/ CPD | £100 fee £150 cover £360 | Improved physical, mental and social skills | |
| Lunchtime supervisor training | Playground leaders training for lunchtime supervisors to ensure they can lead activities and games during lunch. | £250 | | |
| Commando Joes | EIS funding- sports coach to deliver sessions to increase self confidence and esteem. 3x members of staff to attend Commando Joes training in order to embed aspects of their curriculum into the delivery of PE and other areas of the curriculum. | Cover- £450 | Target specific areas to develop within school. | |
| Create Development Wheel | See areas for whole school development. | £12 | Girls football participants increased from the Autumn – Spring term. | |
| FA Level 1 Football | Wildcats centre | | PE lead- Monitoring | |
| | | | | Wildcat school for the |

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| Teachers working alongside RB PE lead- Monitoring | Class teachers working alongside sports coach to embed skills and team teach. | £1125 | Monitoring and ensuring high standards/expectations. | academic year. |
| JH- Quality assurance | Observations following schools T & L format. | Monitoring £400 | | Targets will be outlined in the subject leader's performance management review which will also include the next steps in the form of a subject leaders action plan and new performance management targets. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Total allocation: |
| | | | | £11000 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Additional achievements: Extra- curricular | Programme of events using in house staff and outside agencies. RB- salary (extra curricular time) | £2000 £500outside agencies KS1 Pom poms £160 | Children can use the correct equipment in game situations. Extra -curricular football academy. Children can access different sports. | Community links. Children told specific clubs they could attend in the community to use these skills and talents. To continue to make links and provide opportunities for our pupils to work alongside experienced qualified coaching form local clubs. To continue to promote the clubs through assemblies and giving out leaflets to pupils in the school. To take up any opportunities that arise to add to the list of |

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| Swimming | Children who did not achieve the national curriculum requirement in yr 5 to have extra sessions in the second summer term to meet this curriculum expectation. | £2000 | Children can swim 25m unaided. | local clubs that we work with by promoting their clubs and inviting them into school to deliver trail sessions and promotional assemblies. National Curriculum. QA completed by HT Spring 1. |
| Professional events | Children to experience a professional sporting activity giving them an inspirational opportunity through meeting the expectation of the school in bringing their PE kit each week and having an excellent attitude to PE. | £1000 | Engaging children with different sports. Showcasing that although they may not be the most talented they have a great attitude to learning. | |
| Equipment | Lower basketball nets purchased to facilitate all children regardless of mobility. Equipment audited each half term and replenished as needed. Football nets, | £5000 | | High quality equipment. Audit every term. To carry out a new PE audit and prioritise what new equipment will be needed for 2019/20 and what equipment needs replacing |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: £4000 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |

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| Sports day | To plan a whole school sports day at a professional venue-Keepmoat Stadium. | £2000- coaches £60 fee Additional hours- £500 | Children to have the opportunity to perform sports skills learnt throughout the year at a professional venue in their home town. | No if schools attending the competitions. |
| Inter/intra School Games | Sports coach to co-ordinate with Pyramid Schools and across Doncaster to timetable regular sports competitions with a range of year groups participating. Sports coach to liaise with external coaches and providers to broaden the experiences for the children .e.g dancing coaches, rugby coaching – extra sessions. | £1000- transport £50 entries | Children identified by RB/ class teachers within PE sessions for excellent team work, skill base, determination and attitude. Lunchtime competitions take place every Friday. Competitive element. Children to compete in competitions to transfer their skills. | Review the competition calendar and discuss new sports and the possibility of discontinue the least popular sports if the calendar becomes too full. Use a pupil questionnaire to find out what sports the children would like to compete in. To be reviewed at the end of the academic year and changes made to the ideas listed. Key questions to focus on in the review: Were all the ideas successfully implemented? What obstacles did we face? Did the ideas increase the amount of opportunities pupils have for taking part in inter school sport competitions? What other ideas could we try? |
| Trust links | To develop links within the trust to network and plan events. | | Children competing against other schools in the trust. Developing links with other schools/communities. | |

Balby Central are committed to providing additional, exciting opportunities for all students within school during PE. Due to this the school have invested heavily into ensuring the high quality provision of PE through investing in various activities, competitions, resources and equipment in support of the Sports Premium funding.

Created by:  association for Physical Education  YOUTH SPORT TRUST

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