



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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 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: |
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| <ul style="list-style-type: none"> Increased the number of After School Clubs offered to all children. Over 40 children from KS2 joined the boys and girls football clubs. Netball over 20 children joined. Purchase of new equipment to supplement current resources and replace old equipment All children taking part in the intra-house Run a Mile and Go Noodle Dance modules. Regular intra-house competitions at the end of a PE unit of work. Competing in and having success in a range of sports at local competitions organised by the Gloucester Schools Sport Network (GSSN) and the Gloucester Primary Schools FA. All children have taken part in at least one intra-house competition, through actively participating in or being an official or umpire. Providing opportunities in KS2 for Football, Netball and Hockey, where B and C teams are created and fixtures against other schools are arranged. OPAL play is providing play opportunities for children at play and lunchtime. Visit from Paul Sturgess, the world's tallest basketball player – who delivered Basketball sessions. | <ul style="list-style-type: none"> Continue to increase a range of activities and the number of different children participating in sport After School Clubs across KS1 and KS2. Continue to develop Run a Mile to engage less enthusiastic participants. Use house point system and achievable goals to engage them further. Enthuse all staff to promote this to engage all. Work in tandem with Go Noodle. Continue to develop targeted provision to support children who are less active. This would be through clubs but also and increase in SEND events that are provided by GSSN, where there isn't a competitive element to the activity. Continue to offer high quality CPD opportunities through GSSN and other external partners, to enable teachers to observe good quality teaching. Continue to develop and implement OPAL play to enable all children to access opportunities to play. Continue to replace and enhance PE equipment to enable delivery of good quality PE lessons. Provide Year 6 children who are unable to swim 25m intensive Swimming lessons during terms 5 and 6 to help them achieve this target of swimming 25m. |

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? | Dec 18 59% Jul 19 77% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | Dec 18 31% Jul 19 35% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 30% |
| 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 |

*Schools may wish to provide this information in April, just before the publication deadline.

This data is current and up to July 2019. As of December 2018 the 33% of Year 6 children who are unable to swim 25 metres confidently had daily intensive swimming provision and as of July 2019 77% of the overall cohort achieved the target.

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: £20,535 | Date Updated: July 2019 | |
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| 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: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increase the amount of clubs offered to children to increase the numbers taking part. | Gloucester City Community to come in and deliver in curriculum PE to Year 3 and 4 and also provide a paid After School Clubs for KS1 and Year 3. | £900. After School club costs funded by parents (£216) | Successful, oversubscribed clubs. Able to identify potential G&T footballers for the future. There is an increase in the number of children taking part in clubs. | Offer clubs next year, but for longer and where possible enable more children to take part. |
| | Gloucester County Cricket Club and Tennis Aces to provide a club alongside in curriculum PE slots in the summer term. | Tennis £185 Cricket £280 Football £216 Rugby £350 | Clubs run successfully during the year with many oversubscribed. | Continue to offer clubs to children. |
| Pay TAs to take or support at clubs to increase the number of spaces available to children. | Certain TAs have taken up this opportunity and claim via Sports Premium. | TBC | A few TAs have taken up this opportunity. | Identify those who would be keen to volunteer and support at clubs during next academic year. |
| Provide and sustain intra-house run a mile opportunities for all children. | Continue with current intra format, look at different ways to run this, Y5/6 to buddy younger children is a possibility. Running at different | | Intra event has worked and all children have participated. Need to look at increasing the | Possibly buddy up older children with younger to have peer encouragement on |

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| | times or as a key stage together. | | enthusiasm of those less engaged with this. | regular occasions, does happen on Sports Day. Ensure all staff utilise every opportunity to make it a success. |
| OPAL play development. | Provide play opportunities for children at play and lunch times, where they get the opportunity to experience play in different settings. | £5,532 | OPAL in early stages of being implemented within school. Children have loved the different opportunities. | Create secure access to field so children can enjoy all areas on site and develop resources further. Employ a play leader. |
| Provide intensive Swimming lessons for Year 6 children who can't yet swim 25m. | School to use the sports funding to pay for Year 6 children to undertake intensive Swimming lessons during term 5 and 6 to achieve the target of being able to swim 25m. | £3,062 – Year 6 had 1 hour intensive lessons in the summer. | 77% of Year can swim 25m as of July 2019 | Pay for Year 5 to have swimming lessons and target those who require it when they are in Year 6. |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | % |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| GSSN affiliation – CPD opportunities for staff and high quality lessons for children to enjoy. | Book in recommended coaches to deliver sessions to all year groups. | £3,350 | Sessions are good quality which has benefited staff in developing their knowledge and understanding in PE. This covers Netball, Gym, Multi skills, Yoga and Dance. | Offer CPD in a range of sports/ activities across the school. |
| Space team (house system) assemblies to promote the houses and celebrate the successes, through trophy presentations. | Celebrate the successes of the intra-house events and incorporate triple points 3 times a year .add on daily mile scores. | | Children love to celebrate the success and larger data is now being collated. Elections held and new captains elected staff to promote their space team. | Hold annual elections to elect space team captains. Hold regular space team assemblies. |
| Match reports and photos being added to website. | Write match reports after games and share the success. | | Promoting the successes as a school and celebrating them in assembly. | Allow children to write the match reports, add to newsletter so all can read them. |
| Promote all sports using notice boards in the hall. | Share pictures and results, along with basic rules and techniques to engage all. | | Children enjoy the success being shared with others. | Encourage space team captains to add to these boards and have the responsibility of keeping their up to date. Continue to monitor equipment and add to or replace as required. |

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| Purchase new equipment to enhance pupil experience of PE and playtime. | Purchase new equipment and add to current resources to enable greater participation-one each rather than sharing equipment. | £5,012.80 | New benches, gym horse, gym mats and trolley purchased to add to current gym equipment along with a range of smaller equipment that can accessed and improve the play/ PE experience. | Update and add to equipment as and when required. |
| Purchased trophy cabinet and canvases to promote the success of the school in sports competitions and activities. | Trophies and sporting successes to be displayed and celebrated. | £983.67 | Both positioned in a prominent position so children can see the success on a daily basis. | Continue to add to the trophy cabinet to celebrate the successes. Develop the celebration wall. |
| Achieve Sports Mark Gold award | Ensure intra-house, inter-school and clubs are successful and maintained with increased participation. | | Gold award achieved Sept 2018 | Maintain standards and ensure a range of opportunities available to all. |
| Feather flag purchase | Purchase feather flags in space team colours to promote space teams, sporting activities and the school | £482 | Purchased and are fantastic editions which look professional and promote the school and space teams. Can be used for any events that the school attends. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Use the GSSN to book in coaches for every year group. | Book in coaches for: Gymnastics, Dance, Cricket, Football, Rugby, Netball, Multi Skills, Cheerleading, Archery and assign this CPD for all classes YR-Y6. | Part of the affiliation fee £3,350. | Children have thoroughly enjoyed the sessions and teachers have found the CPD to be beneficial. | Book the coaches in more often so other year groups get the experiences. |
| Register interest in CPD sessions which may be ran via other outside agencies, such as GHLL. | Book staff onto these courses that would benefit from the CPD and can feedback to their year group/ phase teams. | | Course was booked, but then cancelled due to lack of interest from other schools. | Continue to identify beneficial CPD courses for staff outside of school. |
| Little Monsters Rugby booked in to take Reception PE with a multi skills focus | Sustain and develop the multi skills that Reception children have gained and provide teachers CPD | £450 | Children enjoyed the sessions and reinforced skills already taught. | Ensure clearer focus so staff gain valuable CPD. |
| Attend Young leaders sessions at Ribston High School for age appropriate PE led by GCSE students. | Work with PE staff at Ribston, Years 1, 2, 3, 4, 5 and 6 attend young leader's sessions at Ribston. | | Children enjoyed the sessions which were inclusive and fun. Teachers were able to gain ideas that they could implement into their own PE lessons. | This is a long standing agreement between the two schools which occurs during terms 2-4 every year. |
| Progressive Sports to provide in curriculum support for Year 6. | Progressive Sports to come into school and deliver PE for | £1,050. | Children are engaged and enjoying the invasion sports | Consider alternatives using contacts from |

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| PE staff meeting held to share best practice of delivering PE and the equipment available. | Year 6 for 15 weeks. Deliver staff meeting and share best practice, ensure understanding of how to assess key skills and familiarise with the range of equipment available. | | on offer. Staff are gaining useful CPD as well. Staff meeting was held and a fun engage activity was delivered, which was magpie from a PE CPD course. Staff were shown how to assess key skills across the year and the resources available to support this. Boccia, New Age Curling and other inclusive PE equipment was shared for teachers to develop their understanding of these predominately SEND events. | previous company. Recap on key skill assessing at other points within the year and gain feedback from staff on how successful lessons were using this equipment and what can be improved. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provide a range of sports and activities for each year group to experience. | Alongside Curriculum PE, provide children with a range of sports and activities that are in school and outside of school and different. | Affiliation fee through GSSN | Sports and activities provided include: SEND events, table top cricket, seated Volleyball, KS1 multi skills events, KS2 Sports Hall Athletics, Netball, Rugby, Football, Archery, Cross Country, Swimming, Cheer leading, Hockey, Cricket. These are offered with through GSSN or our community partners, either | As part of the GSSN affiliation fee these events are offered on an annual basis. |

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| Upon developing the playground, provide a range of activities that are active and different to what children have previously experienced. | To be considered once OPAL fully implemented. | TBC once OPAL fully implemented | as competitive events or as experiences. | |
| Paul Sturgess Basketball | Paul to be invited in to lead an assembly and deliver sessions to classes. | £480 | Fantastic day, which inspired every child and adult in school. Brilliant buzz created and great fun. | Invite Paul back when suitable time and get similar experiences in to school. |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Participate in the inter-school competitions for Football, Rugby, Netball, Hockey and Cricket. | Enter the league and cup competitions through GPSFA and the mid-season festivals. | GPSFA affiliation fee: Football £95 Netball £25 Rugby £10 Hockey £15 Cricket £5 | Football and Netball leagues and cup competitions completed | Annual agreement and ongoing. Boys football team reached cup final. |
| Participate in Cross Country and Athletic Championships. | Select children to represent the school at these events. | GSSN affiliation fee | Cross Country event saw two 3 children qualify for the country squad by finishing in the top 15. Five other | Continue to run a Cross Country club to be able to pick the runners from, where staff can best |

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| Participate in the Football B team events. | Participate in B team festivals organised by GPSFA. | | children finished in the top 20. | judge who could be picked. |
| Create a B team for girls and boys football, Hockey and Rugby. | Create B teams and organise games against other schools. | | One out two events entered, providing experience of competitive sport. | Identify ways to ensure all B team events can be entered and staffed sufficiently. |
| Create a C team for Football | Set up a C team for boy's football and investigate potential fixtures. | | Boys and girls football teams had B team friendlies against other teams. Hockey has entered two teams into tournaments. | Set up a network with other schools that also provide B teams so there are regular opportunities. |
| Participate in the GSSN Swimming Gala | Select children to represent the school at the Swimming Gala from Y2-5. | | C team set up, which consisted of Year 3 and 4 boys. A couple of schools were interested, however they couldn't commit to a fixture. Gloucester City coaching are identifying potential players who would benefit from games. | Use the network for the B teams to investigate C team opportunities. |
| Arrange and participate in a range of league and cup fixtures, along with friendlies in a range of sports. | Football, Netball, Hockey, Cricket and Rugby festivals and leagues entered and friendlies arranged with other schools. | Transport costs £4,145 which includes all GSSN and GPSFA events | Two top 5 places secured, with a 1 st place in one event | Identify strong swimmers from swimming lessons, where they can then demonstrate ability in a competitive environment. |
| | | | Predominately children from KS2 involved in these events. | |