



# 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](http://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:
<ul style="list-style-type: none"> <li>• Significant increase in the % of pupils reaching expected standard in swimming at end of KS2 due to the children accessing swimming from Year 3 and doing this each year.</li> <li>• Competing and reaching the finals at Cheshire level or in the top three at inter competitions.</li> <li>• Being part of football leagues.</li> <li>• Increasing participation for girls in sports.</li> <li>• Higher percentage of children attending active after school clubs with yoga, Judo, netball and KS1 Sportasize all being full.</li> <li>• Impact of multi flex on the teacher's knowledge and confidence in teaching fundamental skills and transferring these to team events.</li> <li>• Impact of multi flex in the increase in children's fundamental skills and ability to play as a team, demonstrating key team attributes.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend swimming to developing lifesaving certificate and access to galas at our local swimming pool in the summer term – costs to be confirmed by the swimming pool and instructors.</li> <li>• Development of our sensory room to develop the mind and understand the importance of a healthy body.</li> <li>• Healthy school week to be linked with obesity and increased knowledge of sugar in our daily diet.</li> <li>• Evaluate the impact of music at playtimes and lunch times on children being active and on their mind.</li> <li>• To extend after school club opportunities through listening to pupil voice through the sports council as this impacted on increased participation – ultimate Frisbee, Boccia, rounders and kwik cricket for example.</li> <li>• Continue the success of the 'steps challenge' by setting a weekly challenge for classes to complete as many Golden Miles as possible (during class time and break times) - this can be recorded by each class and celebrated in worship on a Friday.</li> <li>• Continuing to increase the participation in sports for girls and the range of sports they access.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	89% Although the 11% who did not were able to swim but not proficiently or complete 25m.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	89%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	29%
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 We take children swimming every year in KS2 to ensure that the majority of our children have the opportunity to reach the standard and swim confidently as we are surrounded by two rivers and a canal. A high percentage of our children do not access swimming outside of school so this is important and a key life skill. We plan to develop lifesaving lessons and access to swimming galas for our strong swimmers Summer term 2018.

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

## 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: 2017/18		Total fund allocated: £13, 720		Date Updated: March 2018	
<b>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</b>					Percentage of total allocation:
					50%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>As part of our healthy school fortnight where we promote healthy eating and lifestyles, a number of workshops from Healthbox have been organised for year 1, 2 and 5.</p> <p>In addition to this we have also welcomed to our school members of local businesses, who have promoted the importance of healthy living.</p> <p>Continue to use 5 a day fitness in school and promote on our website; in order to provide children with a fun way to be active at home with their families.</p> <p>Re launch of the mile a day as requested by the children through the sports council.</p> <p>Introduce music at lunchtime and break time.</p> <p>Play leader employed for each lunchtime to lead physical playtime activities with our play leaders.</p> <p>Change for Life club for inactive children</p>	<p>During our healthy schools week the children participated in a variety of activities to enhance their well-being e.g. yoga, healthy eating choices, looking after our bodies and Zumba classes.</p> <p>We welcomed local business in to support this work with a Cheshire FA girl's football coach and a representative from Northwich Basketball club, along with a dental nurse to talk about dental hygiene for children in Year 1.</p> <p>We also welcomed Olympic athlete Pete Mitchell into our school to inspire children to reach their goals and set themselves high aspirations. Our Sports Council then had the fantastic opportunity to go to the Manchester Cycling Centre to watch Pete Mitchell compete, along with many other GB Olympic athletes.</p> <p>In July, 8 children had the opportunity to attend a workshop with an Olympic Inline Skater. She shared her amazing</p>	<p>PE resourced for afterschool clubs £500</p> <p>Sports storage for children's easy access £300</p> <p>Change 4 Life coordinator £620</p> <p>Play leader £4440</p> <p>Relaunch of the mile £1000</p>	<p>All children start the day with physical activities, which encourages regular exercise and enjoyment of P.E. These include 5-a day Extra-curricular clubs have been popular with children this year.</p> <p>They have taken part in a range of different sports including Judo, 'sportasize,' netball, Irish dancing and dodgeball to encourage them to see the advantages and the impact that this can have on their lives.</p> <p>Healthy Schools week has enabled the children and their families to understand how they can make healthy choices by making small changes – impacting on physical activity in school.</p> <p>Our Play Lead supervisor runs our Change4 Life club one afternoon a week – targeting our KS 2 children. Each week a previous member of the club from last year helps run the club. This has provided them with the opportunity to share games they</p>	<p>Development of our sensory room.</p> <p>Healthy school week to be linked with obesity and increased knowledge of sugar in our daily diet.</p> <p>Evaluate the impact of music at playtimes and lunch times.</p>	

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story about determination, success, resilience and dealing with highly pressured situations.

themselves have created during their time at the club. In addition to this they have acted as positive role models; demonstrating the changes you can make to lead a healthy lifestyle. They are also more willing to get involved in PE lessons and choose to be active during playtimes.

There will be a new Play Leader for September therefore there will be addition training so that she can lead the 'Change 4 Life' club effectively, this will take place in September. PE lead will also meet with her and explain the role before Summer. Play leader ensures that the children are fully engaged in active play times and that there are a variety of pupil led sports game activities available for pupils during playtime.

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:
				27%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pupil voice is of the utmost importance in our school; Each term the clubs we offer to our children our evaluated and reviewed with the help of our Sport Council and PE and Sports Coordinator.</p> <p>Children are given the opportunity to make their suggestion. This ensures that every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after school clubs.</p> <p>Our school offers a range of afterschool clubs, which have included netball, basketball, running, dodgeball, gymnastics, dance, tag rugby and multiskills.</p> <p>Review our provision to make sure that we undergo an annual audit and plan our provision in line with statutory duties laid out for schools to follow.</p> <p>As in previous years the subject leader will apply for the school games Kitemark when the application is available.</p> <p>Training modules Witton Church Walk-PE and School Sports Funding 2017-2018 funding is spent to bring about and maximize the development of PE &amp; Sport.</p>	<p>To ensure the sports council meet regularly and their voice is heard.</p> <p>This year each Key stage have dedicated an afternoon each term to PE, coming together and competing competitively; applying the skills learnt during PE. KS2 have held mini hockey, netball and a cross country running events.</p> <p>Whereas KS1 have completed mini multiskills events. All staff must write the dates of these events in the diary in September so PE lead can monitor and assess them.</p> <p>We will undergo an annual audit and plan our provision in line with the accepted best practice, which will include us applying for the School Games Kite Mark.</p> <p>A termly review and head teacher and government report is completed by the PE &amp; School Sport Subject Leader.</p> <p>The on-going audit identifies CPD areas and resources required for the following year.</p>	<p>VRSSP - mentoring provided by Vale Royal Schools Partnership for PE lead £3000 part of this funding</p> <p>Staff own time for after school clubs and lunchtime clubs</p>	<p>Impact from Sports Council: - Driven the success of the Golden Mile to get more children active during the day and contributing to their 30 active minutes during school time - Pupil voice - teachers have provided the clubs which children want to attend therefore attendance to clubs has been higher.</p> <p>Impact of Intrasport: - Children are able to develop other skills in sport such as leadership, cooperation and sportsmanship as well as helping to change attitudes around being more active and the effects of this on our bodies.</p> <p>As in previous years the subject co-ordinator applied for the school games Kitemark – we got silver.</p> <p>Training timetabled for new members of staff.</p> <p>A staff questionnaire will be sent out in the Summer term to identify any areas of training which they feel they will benefit from for the next academic year.</p> <p>Over the summer holidays a fully trained coach will deliver a play</p>	<p>To extend after school club opportunities – ultimate Frisbee, Boccai, rounders and quick cricket for example</p> <p>To continue to create links with local clubs, but ensure we follow them up with pace so we can direct children to them who show a flair for a particular sport.</p> <p>Invite coaches in and use their facilities (begin during Healthy Schools week)</p>

			scheme at Witton Church Walk. 25 children will have the opportunity to take part in a different sport each day for a 2 week period.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure our teachers have quality training specific to their age phase which develops exciting and inclusive teaching and learning in PE.	<p>Peer mentoring takes place termly with a member of staff from each key stage receiving the support. This is led by our cluster PESSCO, Richard Russell. He is a fully trained specialist PE teacher who works at a local high school, therefore supporting transition of older pupils.</p> <p>Our PESSCo also works alongside our Mid-day play lead to deliver Phys Kids training to year 5s.</p> <p>New staff will attend KS1 training (Bupa Start to Move), KS2 Training (Matalan TOP Sport) training.</p> <p>Two members of staff will attend Fundamental of School Swimming course (module one).</p> <p>Our PE &amp; School Sport Subject Leader has worked along our Vale Royal Schools Coordinator, to develop a planning and assessment structure which was then distributed to staff.</p> <p>Multi flex to be employed on Mondays to work with Reception to develop fundamental basic skills, then to work with two classes and provide an after school club – staff skills to improve and children to enter a wider variety of competitions with a higher</p>	<p>VRSSP £3000 - mentoring provided by Vale Royal Schools Partnership</p> <p>Module 1 fundamentals of swimming module for two members of staff £220</p> <p>Multi flex - £1700</p>	<p>New members of staff have been booked onto Key Stage PE training during the Summer 2017 and Autumn term 2018.</p> <p>PE coordinator will support teachers in planning and delivering their lessons.</p> <p>Through a continued programme of monitoring, the SL identifies CPD needs. In addition to this the PE Subject Leader continues to monitor planning on the U and Z planner (introduced during the end of the Summer term 2016 last year) ensuring that the lessons planned reflects the standards and objectives of the new curriculum.</p> <p>All plans will be monitored in early September and looked at critically to ensure that excellent PE lessons are taking place in our school. Data will be collected at the end of each year to assess how many children are working at ARE and progressing well.</p> <p>All staff members attending training and receiving peer mentoring have reported a positive impact so far through evaluations. The staff members CPD folders are collected when monitoring takes place to</p>	<p>To continue with multi flex due to the impact on fundamental skills in all areas of the PE curriculum. It has also had such a positive impact on the teachers they have worked with and the quality of PE provisions in school and seen at competitions has increased.</p>

	<p>number of teams.</p>		<p>ensure that all training has had a positive impact – this will also be used as evidence for the PE lead PM review.</p> <p>The members of staff receiving the module one swimming training will supervise and teach swimming to KS2 groups that will attend from Y3- Y6. Taking children swimming from the earlier age, year 3, will have a positive impact on the number of children reaching age related expectation by the end of year 6 and increasingly being much stronger swimmers and accessing galas.</p> <p>Our new Subject Leader has been on intensive training days throughout the year to ensure they are up to date with current policies. It has given them a full understanding on leading an active, healthy school. Updated PE policy and inclement weather risk assessment.</p> <p>Multi flex has improved the quality of teaching skills and has significantly improved our opportunities at competitions, we have accessed finals and have been in the top 3 at the majority of competition – a huge success.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To use sports in the community and training for teachers to increase the range of sports offered to the children.</p> <p>Children are given the opportunity to make their suggestion. This ensures that every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after school clubs.</p>	<p>Pupil voice has been significant in this area and has improved the offer to children and the range of sports that we have been able to offer.</p> <p>Pupil voice is of the upmost importance in our school; Each term the clubs we offer to our children are evaluated and reviewed with the help of our Sport Council and PE and Sports Coordinator.</p> <p>To access training and audit staff skills so that we are utilising the skills we have in school and in our school community.</p>	<p>Vale Royal Partnership training opportunities - £3000</p>	<p>Our school offers a range of afterschool clubs, which have included netball, basketball, running, dodgeball, gymnastics, dance, tag rugby and multiskills.</p> <p>Higher percentage of children attending active after school clubs with yoga, Judo, netball and KS1 Sportsize all being full.</p> <p>Children participated in the cycling and running event in the town – a national event in which they met key cycling sports men and women.</p>	<p>To extend after school club opportunities – ultimate Frisbee, Boccai, rounders and quick cricket for example</p> <p>To continue to use mult flex to introduce new skills to allow the children to feel confident at 'having a go'.</p> <p>To continue to use pupil voice as an imperative part of the sports we have on offer whilst also opening their eyes to new opportunities.</p> <p>To investigate parent skills and support in leading after school clubs to further develop the range of sporting opportunities for our children.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase participation and take part in a wide variety of competitive sports both within school and against other schools.	<p>By planning a range of internal competitions (level 1) which can be accessed by all groups in school within the PE curriculum.</p> <p>Using these to select pupils and teams to take part in local competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership at Level 2).</p> <p>Aspire to reach Cheshire &amp; Warrington county finals (level 3).</p> <p>To be fully involved in the Sainsbury's School Games and other schools' competitions</p>	<p>Community sports mini bus hire to transport sport teams £500</p> <p>PE resourced for afterschool clubs £500</p> <p>VRSSP competition entries feature of membership £2000</p>	<p>Level 1: We have continued to use our House teams during a PE enrichment day in which children practised skills and rules for games in isolation. Then applied this to competitive games during the afternoon where they played against other house teams within their year group.</p> <p>Organization of house teams have allowed children to compete against others within a PE lessons, enrichment and sport days.</p> <p>Level 2: School Sport Partnership events entered included Football, Quadkids (KS1 and 2) , Netball, Mini Tennis, Kwik Cricket, Dodgeball, Multiskills, Quadkids, Tri golf and Tri-it challenges.</p> <p>Quick sticks team went through the Cheshire finals as did our running team.</p> <p>Our football team has played in the Northwich League and will end the season at a festival and prize giving ceremony.</p> <p>Children attending festivals and tournaments provided with coaching to ensure they have the skill set in</p>	To offer training for school teams (can be delivered during PE lessons) when we know competitions are coming up to give children the best chance at succeeding.

			order to compete to a high standard.	
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