

## Evidencing the Impact of Primary PE and Sport Premium

Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), 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 and the effect it has had on pupils' PE and sport participation and attainment.

Schools must include the following:

- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

**OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.



## HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

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 premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

## SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Name of school: St Peter's CE Infant School

Academic: 2016-2017

In previous years, have you completed a self-review of PE, physical activity and school sport? Yes

Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes

Is PE, physical activity and sport, reflective of your school development plan? Yes

Are your PE and sport premium spend and priorities included on your school website? Yes

## SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

<b>Swimming and Water Safety</b>	
<i>NB All Key Stage 1 pupils receive a minimum of 12 swimming lessons a Year. As an Infant School, achievement is assessed at the end of Year 2</i>	
• What percentage of your Year 2 pupils could swim a distance of at least 10 metres when they left your school at the end of last academic year?	50%
• What percentage of your Year 2 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your school at the end of last academic year?	N/A
• What percentage of your Year 2 pupils could perform safe self-rescue in different water-based situations when they left your school at the end of last academic year?	N/A
• 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 An additional swimming instructor is employed in order that children can be taught in smaller groups.

## SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2015 - 2016

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for 2016-2017:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<p>Retention and development of the successful sports program within the Burford Partnership of schools:</p> <ul style="list-style-type: none"> <li>• Further development of sports festivals</li> <li>• Development of competitive sports for KS1 pupils</li> <li>• Employment of partnership school sports administrator</li> </ul> <p>Funding of transport to sports events</p>	<ul style="list-style-type: none"> <li>• Every child participated in one sports festival with children from other schools in the partnership</li> <li>• Improved transition at the end of KS1</li> </ul>	<p>The partnership PE program of events works well, with all year groups participating in one event during the year. Shared transport costs provide good value for money for groups of children travelling to events.</p> <p>PE co-ordinator to continue to attend partnership PE co-ordinator meetings in order to participate in planning of events and to be aware of any new opportunities.</p> <p>Explore opportunities for further development of competitive sports next year</p>
<p>Employment of specialist dance teacher and tennis coach to work alongside current staff to develop their practice</p>	<ul style="list-style-type: none"> <li>• Children developed greater levels of skills as a result of being taught by specialists</li> <li>• Teachers' skill levels increased</li> <li>• Quality of PE teaching was improved</li> </ul>	<p>Improvement in the quality of planning and teaching.</p> <p>Teachers' confidence and knowledge and skills increased.</p>
<p>Employment of additional swimming instructor for KS1 swimming lessons during Terms 3 and 4.</p>	<ul style="list-style-type: none"> <li>• High quality lessons for all KS1 pupils</li> <li>• Almost 50% of KS1 children able to swim at least 10 metres, unaided</li> <li>• Increased confidence of all non-swimmers</li> </ul>	<p>Increased confidence of children in the water from an early age and improved skills.</p> <p>Swimming competency encourages children's involvement in swimming activities which have significant physical benefits as well as developing emotional health and wellbeing.</p>
<p>Purchase of teaching resources to support the teaching and delivery of PE following resource audit.</p>	<p>Improved PE provision, specifically the teaching of gymnastics through the purchase and use of large apparatus.</p>	<p>2016-2017 focus on teaching of gymnastics</p>

Employment of qualified sports coaches to run after school sports clubs (gymnastics, tag rugby, dance, football)	<ul style="list-style-type: none"> <li>• High quality coaching at after-school clubs</li> <li>• Increased range of sports provided</li> <li>• Signposting to outside providers for pupils who show talent or significant interest</li> </ul>	2016-2017 involve children in review of sports clubs offered and listen to their ideas on future clubs provided. Extend after-school sports clubs provided.
Support and involve all children, including the least active, by offering fully funded places at after school sport clubs	Increased pupil participation in after school clubs and sport	97% of KS1 children attended a sports club during the year. 2016-2017 aim for 100% of KS1 children to attend an after-school sports club during the year.

**Vision:** ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

**Objective:** To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

### **SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR 2016-2017**

**Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.**

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Academic Year: <b>2016/2017</b>		<b>Total fund allocated: £8,000 + £5 X 39 Total £8,195</b>					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <b>Impact on pupils</b>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <b>on pupils</b>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick- starting healthy active lifestyles	Improvement of children’s Physical Literacy	Development of extra-curricular sports activities during break and lunchtimes through the Young Leaders program and employment of lunchtime supervisor with specific responsibility for organising activities.  Resources to deliver break and lunchtime sports activities  Additional swimming teacher for swimming lessons for all KS1 children	£1,972   £250  £300 for 12 lessons				
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Attendance of PE co- ordinator at Oxfordshire PE conference	Audit of resources and purchase of equipment to extend skills of pupils as they	Cost of cover: £200  Cost of				

	Purchase of teaching resources to support the teaching and delivery of PE	progress into KS2 children following school expansion in 2017	resources: £500				
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	Opportunities provided for all staff for training in PE, with a focus on gymnastics, through access to courses in order that teachers' skill levels increase and quality of teaching of PE is raised	Employment of specialist gymnastics, dance teachers and tennis coach to work alongside current staff to develop their practice and resulting in pupils developing greater levels of skills as a result of being taught by specialists	Tennis coach £420 (12 wks) Dance teacher: £240 Gymnastics teacher: £240				
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	CPD to support staff in developing mindfulness through the teaching of Yoga (linked to development of Growth Mindset)	Employment of 'Relax Kids' Yoga teacher to work alongside staff to develop their practice.	£150				
4. broader experience of a range of sports and activities offered to all pupils	Employment of qualified sports coaches to run after school sports clubs in order to increase the range of sports provided and to signpost pupils who show talent or significant interest to	High quality coaches to be identified and employed to deliver after school clubs in a range of sports eg tag-rugby, football, gymnastics, dance, yoga	Cost of sports coaches: £2,550 Cost of TAs to supervise: £1,060				

	outside sports clubs						
5. increased participation in competitive sport	Support for the least active / disadvantaged pupils in order to increase involvement and participation	Offer subsidised / fully funded places at after school sport clubs					

Completed by: Sam King, Headteacher

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