

Evidencing the Impact of Primary PE and Sport Premium Gedney Hill Church of England Primary School

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.

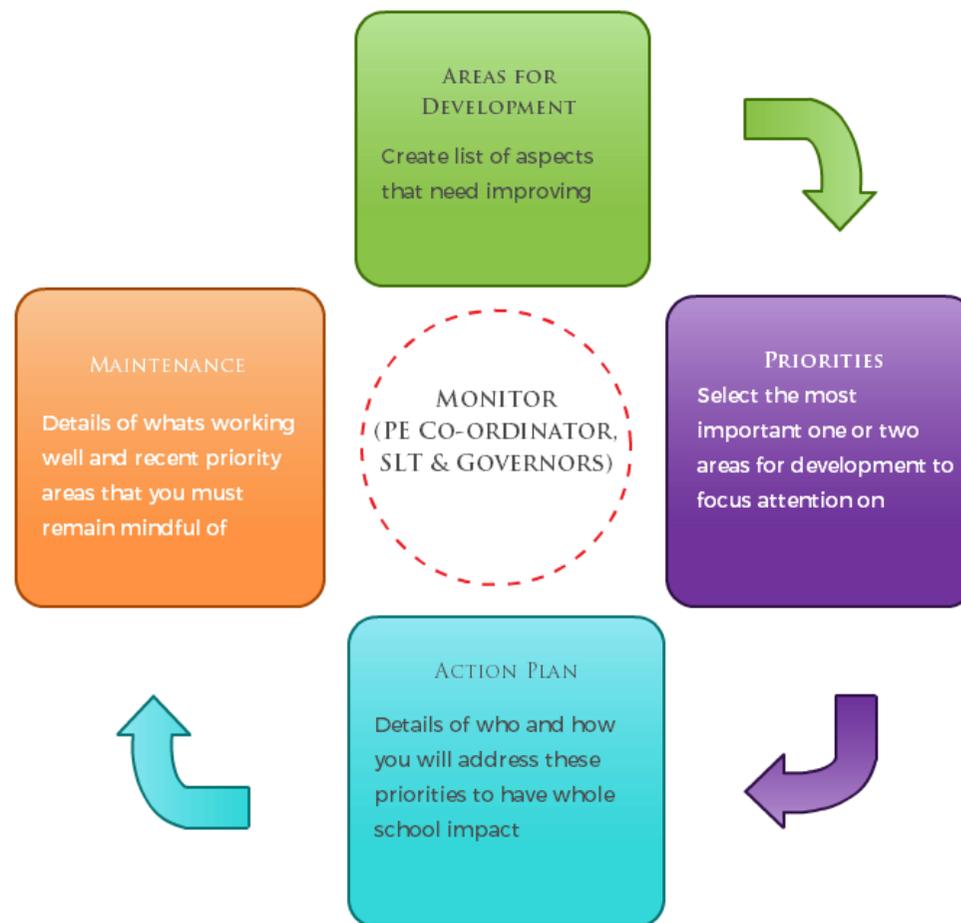
Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling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

Guidance on the primary PE and sport premium can be found at [gov.uk](#).
Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: [Click here to enter text.](#)

Academic: [Click here to enter text.](#)

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| 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.

Swimming and Water Safety	Please fill out 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?	82%
• 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?	72 %
• 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?	50 %
• 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

**SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT?
2017/ 2018**

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

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

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:

<p>The engagement of all pupils in physical activity</p> <p>Pupils to be actively engaged in physical activity every day.</p> <p>Improved subject knowledge for all staff within PE sessions.</p>	<p>What evidence is there of impact on your objectives?</p> <p>Pupils with an interest in physical activity proactively choose after school clubs. New PE lead has adapted activities to encourage more pupils to engage with sport. Links with the local gold club have been successful, including pupils walking the one mile there and back to get to the club.</p> <p>School has been proactive in taking part in a variety of sporting events and has been successful in winning local rounds to go through to the next round.</p>	<p>Does this impact reflect value for money in terms of the budget allocated?</p> <p>Yes PE lead has been really proactive in organising a range of activities that have engaged both pupils and parents.</p> <p>Medals provided for sports day with our federated school were a big success. The pupils have asked for a federation kit to attend events.</p> <p>Hockey team win in the early part of the year spurred on other children in the school to celebrate their success and want to be part of our teams, leading to an increased number of pupils attending the optional Olympic event hosted at another local school.</p>
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SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

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: 2018/2019		Total fund allocated: £16489					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick- starting healthy active lifestyles	Pupils to be actively engaged in physical activity every day, including 1 mile walk.	Training for staff to use new equipment (orienteering)	£2500		<p>Orienteering equipment is in place and being used at lunchtimes as well as during lessons.</p> <p>Pupils accessing additonal acitvities eg skipping etc at lunchtimes</p> <p>All equipment updated and replaced where necessary</p>	<p>In place an being used regularly within the curriculum.</p> <p>MSAs need further training to ensure this is happening every day</p> <p>New equipment purchased for breaktimes..</p>	<p>This will need revisiting/new cards purchasing etc.</p> <p>New MSAs need training in 19/20</p>

2. the profile of PE and sport being raised across the school as a tool for whole school improvement	PE lead for the school.	Planned time to undertake lesson observations and support staff who are less confident delivering all areas of the curriculum	£3000		Lesson observations evidence clear improvement in teaching standards for PE - including use of equipment	Teachers are now using all equipment in the hall – not previously using the climbing equipment etc.	
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	Teachers to access support from local sports clubs for areas where they are less confident eg gymnastics	Coaches from local clubs to come in and work with teaching staff during lessons to support development of specific sports	£3000		Teachers more confident delivering areas such as dance and gymnastics to whole classes.	This needs further support in 19/20	Book coaches to support – link to our after school clubs.
4. broader experience of a range of sports and activities offered to all pupils	Introduce new sports to pupils through visits to local clubs	Trips organised by PE lead to a variety of venues to give pupils access to a range of experiences	£2500		Successful visits to other clubs and venues	Children have successfully participated in events across schools and through other partnerships	To continue next year
5. increased participation in competitive sport	School to continue to take part in competitions this year	Purchase packages from Agilitas and work with partnership schools for interschool events	£1500		Competition calendar in place	In place and accessing.	Ongoing

Increased competence in swimming by Y6	An increased percentage of pupils to achieve Y6 objectives	All pupils to swim throughout the year in small groups to ensure their progress is accelerated before the end of KS2	£1500		By the time the pupils reach Y6 they should have a range of strokes and be able to swim 25m enabling them to access water safety curriculum	Funding used to reduce group sizes has definitely improved access to swimming across the school with younger pupils gaining awards.	Good value for money – ensure this provision is sustainable to pupils in KS1 with growing numbers of pupils in school.
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Completed by (name and school position): Alison Buddle
Executive Headteacher

Date: 15/01/2019

Review Date: 01/09/2019

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