



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



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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 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:
<p>The impact of the primary PE and sports funding has been significant on the Mildmay Infant & Nursery School community. It has helped to ensure that our PE curriculum is varied, exciting and accessible to all learners. Through the employment of a full-time Sports Coach and buying support from the Chelmsford Sports Partnership our children have had opportunities to try different sports and enter numerous competitions which would not have been previously available to infant schools.</p>	<ul style="list-style-type: none"> • The role of our sports coach and membership to the Chelmsford Sports Partnership will continue and we are currently looking at resources to enhance the children’s engagement in PE further. We are looking at utilizing our outdoor spaces to involve physical activity through our cross curricular learning as well as in discrete PE lessons. • Focus of outdoor facilities and improvement of current grounds: Summer Term 2018. • This will increase further the children’s access to physical activity throughout the day. • To be reviewed end of April 2018 in line with new budget.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>Infant School does not apply.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>Infant School does not apply.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Infant School does not apply.</p>

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?

Infant School does not apply.

*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: £17,810.00		Date Updated: Spring Term 2017.	
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: 67%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> To use Sports Premium Funding to enhance physical activity opportunities for all children. To create exciting, accessible physical activities to engage all children. Membership to Chelmsford Sports Partnership. 	<ul style="list-style-type: none"> Full time Sports Coach in post who team teaches with class teachers to build expertise and capacity across the school. Sport Coach supports before and after school clubs linked to competitive sporting activities. Sports activities run by sports coach during lunchtimes. Participation in external sporting competitions with other partnership schools. Outdoor & cross curricular learning opportunities. 	£12081.00	<ul style="list-style-type: none"> Children keen to engage in additional sporting activity. A variety of different sports activities evidence across all classes and year groups. Children observed engaging enthusiastically in physical activity. 	<ul style="list-style-type: none"> P.E. Leader to update of access to physical activity across the school with Year Group Leaders. School currently researching outdoor physical play equipment / resources to be accessed during the day and at play and lunch times. 	
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:	

<ul style="list-style-type: none"> • P.E. led by two experienced teachers. • Employment of a full time Sports Coach gives high status to P.E. across the school. • P.E. delivered as a discrete activity and as part as a creative and thematic curriculum. • Children taught through Science and PSHCE curriculum the importance of physical exercise and staying healthy. 	<ul style="list-style-type: none"> • Continued full time sports coach supporting a rich PE curriculum. • PE focus and impact of sports funding included in SEF / SDP. 	<p>As above.</p>	<ul style="list-style-type: none"> • Quality of PE lessons improved since input from Sports Coach. • Greater engagement in sporting competitions. 	<ul style="list-style-type: none"> • Further focus on SDP.
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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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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Teachers supported by Sports Coach to introduce new sports, skills and activities. Greater capacity for children to experience a variety of exciting sporting activities. Involvement in training, competitions and PE lead support through the Chelmsford Sports Partnership. 	<ul style="list-style-type: none"> Teacher and Sports Coach plan and assess children together. Update audit of physical activity across the school. 	As Above	<ul style="list-style-type: none"> Through reflections on practice in staff meetings benefits and impacts of Sports Coach involvement positively discussed. 	<ul style="list-style-type: none"> Sports Lead to audit staff confidence in teaching PE. Produce action plan moving forward from current good practice.
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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> To fully utilise the role of the Sports Coach and membership to the Chelmsford Sports Partnership to continue to ensure an exciting variety of sports activities for all pupils. To develop further curriculum opportunities for physical activity. 	<ul style="list-style-type: none"> Engagement in sports promoted by the Sports Coach and Chelmsford Sports Partnership. Further staff training opportunities from the Chelmsford Sports Partnership. Team Teaching with Sports Coach. 	As above	<ul style="list-style-type: none"> Staff confident to deliver a variety of physical activities to all learners. Children have a choice and challenge during PE. A variety of sports activities available during lunchtimes. 	<ul style="list-style-type: none"> Further development of teaching PE skills to impact on current cohorts and those of the future. Development of outdoor facilities to provide further PE opportunities for the future.
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:

<ul style="list-style-type: none"> Continue to take part in inter-school competitions run by the Chelmsford Sports Partnership which have previously included: Tag Rugby, Football, 3 Tees Cricket, Cheerleading, Mini Olympics, Teddy Olympics, Cross Country, All In and Little Stars. Our Hearing-Impaired pupils also took part in a Boccia competition with other Essex RB's, 	<ul style="list-style-type: none"> To work towards 100% of our children having access to sports competitions throughout the year. 	<p>As above</p>	<ul style="list-style-type: none"> All children have frequent access to competitive sporting activities. 	<ul style="list-style-type: none"> Audit of involvement in competitions.
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