

## Evidencing the Impact of Primary PE and Sport Premium 2017-2018

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

P[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.

Revised September 2016

Schools must include the following:

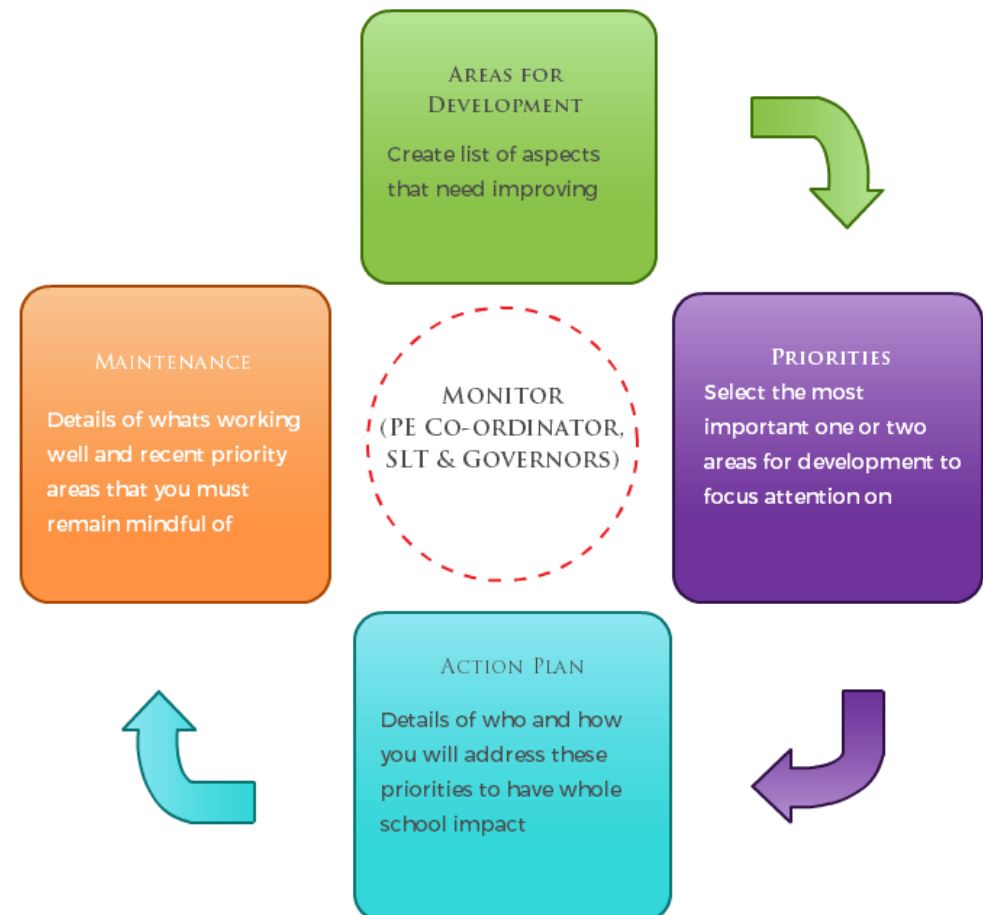
- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

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: Lenham Primary School

Academic: 2017/2018

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?	Choose an item. %
• 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?	Choose an item. %
• 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?	Choose an item. %
• 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

**SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2016/ 2017**

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>To increase the confidence, knowledge and skills of all staff in teaching PE to years 1 - 6 especially in OAA.</p> <p>House names relaunched, sporting PRIDE values used across the school</p> <p>New PE coordinator training.</p> <p>66% of KS2 children attending club.</p>	<p>All staff have received a minimum of 6 weeks support in the planning and delivery of OAA activities by AC (PE specialist from The Lenham School). AC has carried out lesson observations to evidence the impact of this support.</p> <p>Children voted for new house names, houses have been used for intra-school competition. PRIDE values display in main hall, children's names displayed against value they have demonstrated. Different whole school focus each term.</p> <p>Vicky Travis completion of induction into PE coordinator role by AC. Review of 2016-2017 action plan and priorities set for 2017-2018.</p> <p>Use of pupil survey to plan extra-curricular activities. Broad range of activities on offer that are meeting the interests of an increasing number of children.</p>	<p>Support from TLS will continue with the focus being on gymnastics.</p> <p>Further development of intra-school competition.</p> <p>Jane Prescott to assist with development of extra-curricular programme/competition participation in 2017-2018.</p> <p>Targeting of less active as change4life ambassadors.</p>

**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
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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: <b>2017/2018</b>		<b>Total fund allocated: £ 17,790</b>					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <b><i>Impact on pupils</i></b>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <b><i>on pupils</i></b>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick- starting healthy active lifestyles	It is important that children understand the benefits of being physically active and that where possible, barriers to participation are broken down to encourage all children to lead a healthy and	JP to use 2016/2017 registers to target less active.  Attendance at change4life regional festival.  Continuity of clubs through winter	Mini-bus hire £100 AC to support with C4L club: £100 Sports hall hire: £300		Registers  Photos  Registers		.

	active lifestyle.	months. Targeted clubs in:	JP over time: up to £500				
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Sport can be used as a vehicle for whole school improvement by engaging children across the curriculum. The PRIDE values can have a positive influence on behaviour and attainment.	Use of competition calendar to target competition entries.  Sports council to write up/share success after competition.  JP to continue work with sports council. Planning of whole school events.  PRIDE values	Transport to competitions: £500 Cover for JP to attend: Up to £800 Printing: £50 JP time: see above  Allocation for events  Rewards: £100				
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	In order to make rapid progress in PE, teaching must be appropriate to the ability and activity. Assessment for learning in	The Lenham School Gold package to support in staff development.  All staff to attend TLS CPD-	£5500  Inc. in £5500 package				



	<p>lessons allows children to know where they are in their learning. Summative assessment at the end of the unit will be vital to track progress and ensure development across each key stage.</p>	<p>SH to deliver whole school health safety update.</p>	<p>Resources: £500</p>				
<p>4. broader experience of a range of sports and activities offered to all pupils</p>	<p>By providing a broad curriculum offer and extra-curricular activities, children have the opportunity to find a sport they are both successful in and enjoy. This will result in children gaining a sense of belonging when playing as part of a team and</p>	<p>Commonwealth day-use of coaches, local community.</p> <p>KS2 outdoor Ed. visits off site.</p>	<p>£200</p> <p>£200</p>				

	produce healthy active children.						
5. increased participation in competitive sport	Children will develop their physical and social skills when applying these in a competitive situation. They will learn how to win and loose and develop a sense of pride when representing their school or house.	8 competitions targeted throughout 2017/2018.  Identify KS1 competition.	JP cover Transport: £500  Cover KS1 club				
6. Opportunities to improve swimming strokes as well as safe self - rescue.	Children to develop their skills and meet the minimum curriculum requirements of swimming 25m by the end of KS2.	Year 3 4 week intensive swimming sessions, term 1.  Yr 5/6 target swimming term 6 at TLS	£ 300  £300				

Total planned spending: £ 9950 + spending on cycling & resources following staff training

Date:

Completed by :

Review Date:

Developed by  **association for Physical Education**

