

Evidencing the Impact of Primary PE and Sport Premium

St Mark's C of E Primary Academy

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.

Revised September 2016

Schools must include the following:

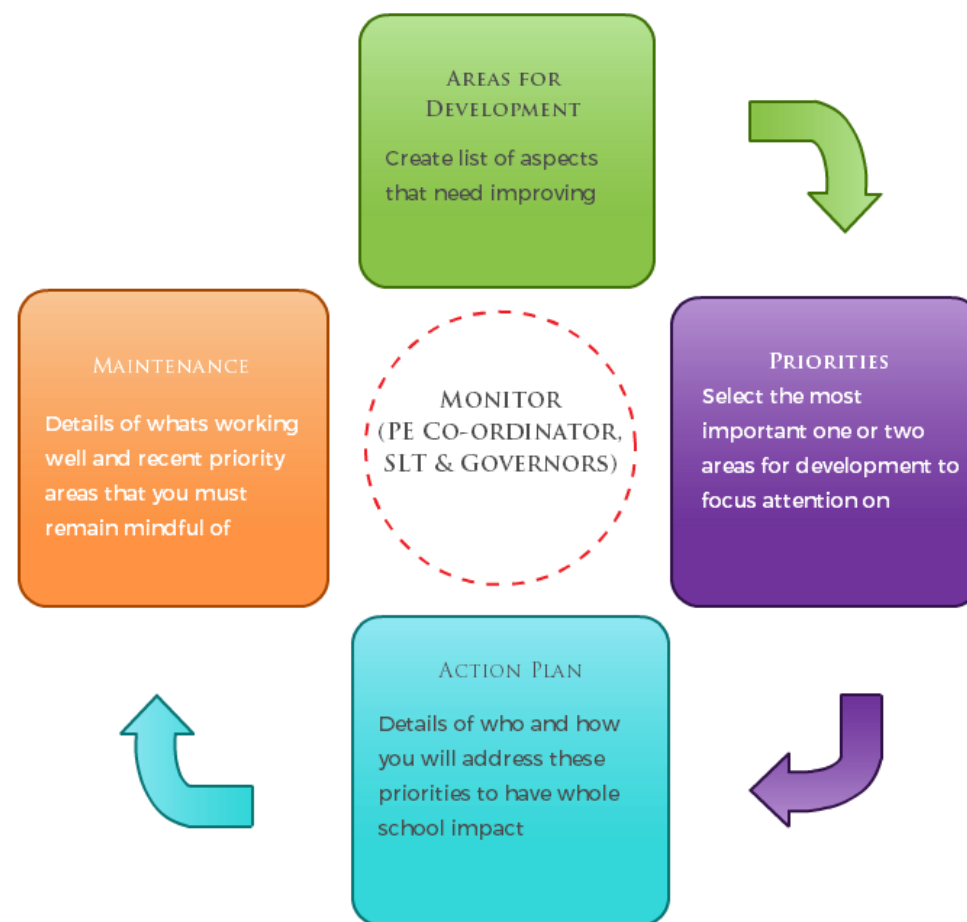
- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

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 1 – EVALUATION OF IMPACT/LEARNING TO DATE

Name of school: St Mark's C of E Primary Academy

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?	No
Are your PE and sport premium spend and priorities included on your school website?	Yes

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? We received £8735 in 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>Develop pupils understanding of healthy lifestyle</p> <p>Raise the profile of sport through the curriculum</p> <p>Resources ensure high quality/range</p> <p>Increased knowledge and skills of all staff in teaching and supporting PE</p> <p>Broader experience of a range of Sports for all children</p>	<p>Art project in January linked to healthy eating. PSHE programme for all pupils included Healthy Lifestyle project.</p> <p>Smiths Sports Coach provided hour of PE to each class. School subsidised after school sports and sports provision as part of wrap around care and this increased participation. Sports mentor support brokered to support vulnerable pupils.</p> <p>Worked with coach to audit and purchase resources to increase the range of sporting activities available, particularly at lunchtimes.</p> <p>TAs and teachers worked alongside coaches to develop their skills. This enabled them to lead and support a wider range of sporting activities. Lunchtime support staff are now able to confidently lead PE activities (as recognised by OFSTED, June 2017)</p> <p>Additional swimming provided so that every class in the school from Year 1-Year 6 has a 12 week block of swimming. Assessments show increased confidence, range of strokes and ability to swim further. Sports coach at lunchtime broadened experience of all children – greater focus on KS2. Sports Day enabled all children to learn and take part in a broad range of activities.</p>	<p>Continue and link to work with caterers to involve children more in menu design etc.</p> <p>Continue to raise profile of Sport working with Palace for Life. Explore further opportunities for Sports coaching with increased funding and make optimum use of hall and outside spaces. Curriculum links to PE to be fully utilised.</p> <p>Invest in resources to support gymnastics to replace old and obsolete equipment.</p> <p>Continue and include working with coaches with a range of expertise.</p> <p>Continue swimming. Involve swimming coach in more precise assessment to more accurately measure the impact of the investment.</p> <p>Palace for life to continue pattern of support but also investigate additional coaches for</p>

Increased participation in competitive sports	Children took part in several local football tournaments and have begun to compete with another local Reach 2 school	gymnastics, dance etc. Ensure Sports Coach works equally in KS1 and KS2 at lunchtimes. Explore links with local high schools. Sports for Schools scheme Continue and explore further links available through Palace for life.
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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

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: 2017/2018		Total fund allocated: £17470				
A	B	C	D	E	F	G
PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Evidence	Actual Impact (following Review)	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	Healthy lifestyles topic in PSHE so that pupils develop better understanding of healthy lifestyle Lunchtime provision includes range of Sporting activities Resources ensure high quality/range	<ul style="list-style-type: none"> Each year group to study healthy lifestyles in PSHE Organise competitions and events with caterers Palace for Life Coach employed at lunchtimes across the school Purchase equipment to support range of sports offered (e.g gym equipment) 	£4700	<ul style="list-style-type: none"> PSHE workbooks Pupil questionnaires Student council Observations of lunchtime provision Purchase of equipment Palace for Life records 	PSHEbooks reflect good understanding of healthy eating. Good behaviour at lunchtime observed due to increased range of activities. Sports coach now allocated every lunchtime.	Continue to develop as part of PSHE and school council meetings with caterers

<p>2. the profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Sports Coach to provide range and quality</p> <p>Year group curricula to raise profile</p> <p>After School Clubs subsidised to improve participation</p>	<ul style="list-style-type: none"> • Each class to receive an hour of Palace for Life led PE • 3 terms of different PE offer – e.g gymnastics, dance etc • Curriculum topics link to PE • Market after school provision • Sports offered as part of wraparound care and subsidised 	<p>£6100</p>	<ul style="list-style-type: none"> • Planning and assessment records • Curriculum maps • After school club lists • List of identified children from wraparound care 	<p>Children benefit from different coaches to teach different activities.</p> <p>Project with Sports for Schools enabled children to learn directly from a British Athlete. More children inspired to take up sport.</p>	<p>Further dance workshops planned for Summer 2 – completed. Dance further developed 2018-2019, teachers' skills improved.</p> <p>TA to lead Flash Mob Dance</p> <p>Review sports clubs offered in wraparound care for next year – plan in place for 2018-2019</p>
<p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Teachers to receive training to increase confidence and skill in teaching sport</p> <p>TAs and LTS to receive training to support sessions</p>	<ul style="list-style-type: none"> • All Sports Coaches to model lesson at least half termly for each teacher • TAs to support in other Coach led session • INSET training for all staff • Additional training sessions for LTS to run Sports sessions 	<p>£6100</p>	<ul style="list-style-type: none"> • Staff questionnaires /review of impact • Observations of lunchtime provision • Pupil voice 	<p>TAs equipped to provide quality sport activities to enhance lunchtime provision.</p> <p>All teachers and TAs work alongside qualified specialist coaches to improve their skills and knowledge</p>	<p>Consider use of TAs who have been trained to support PE lessons and lunchtime sports clubs next year.</p> <p>09/18 TAs and teachers allocated to run sports clubs</p>

<p>4. broader experience of a range of sports and activities offered to all pupils</p>	<p>Sports Coach and additional LTS employed at lunchtimes so that children have access to range of Sports daily Additional swimming so that pupils progress more quickly Curriculum provide a range of activities</p>	<ul style="list-style-type: none"> • Palace for Life Coach to lead lunchtime sport activity in both key stages • Additional coach employed for 1 extra day, including lunchtime, to offer speciality • Additional LTS/TA to ensure there is adequate supervision and capacity for lunchtime sports • 12 week block for each class to include assessment of progress • SLT to monitor and review curriculum 		<ul style="list-style-type: none"> • Observations of lunchtime provision • Monitor lessons and assessment to ensure quality, range and progress • Assessments of swimming progress • Monitoring records 	<p>Children have experienced range of activities – multi sport, fitness, different genres of dance, athletics.</p> <p>Swimming Y2 – all developing confidence. 6 (32%) children can swim 5m or more on front and back 1 child can swim 25m (4%), Year 3 - 11/19 could not swim at all but were all able to swim with float assistance by the end of the sessions. The other 8 pupils have progressed from swimming 3-4m on front and back with some float assistance. Year 4 Year 5 86% 5m or more, 62% 10m+, 19% 25m</p>	<p>SLT to review use of funding to for additional impact on swimming for next year (use Swim England guidelines)</p> <p>09/18 completed and new plan in place for 2018-2019</p>
<p>5. increased participation in competitive sport</p>	<p>Pupils in KS2 to take part in local tournaments</p>	<ul style="list-style-type: none"> • Additional TA support to accompany and support pupils 	<p>£650</p>	<ul style="list-style-type: none"> • Register of tournaments attended • Register of After School 	<p>Whole school engages with sports for schools project with Serita Solomon.</p>	<p>Sports day Summer 2 Raised profile of PE in the school community. Skills developed and areas for develop</p>

	<p>After school clubs increase participation Sports' Day consolidates learning and offers opportunity for competitive Sport</p>	<ul style="list-style-type: none"> • Take part in Sports for Schools Scheme • Staff training time for Sports Day • Develop links with High Schools (e.g Harris supporting basketball Y5) 		<p>Clubs</p> <ul style="list-style-type: none"> • Sports Day planning • Records from Sports for Schools events • Pupil interviews 	<p>Y5 basketball at Harris.</p>	<p>highlighted for 2018-2019 (athletics)</p>

Completed by (name and school position): Kate Wilson Headteacher

Date: 09/10/2017

Review Date: 30/04/2018

Next review date: 30/09/18 completed



Supported by



After every update, please remember to upload the latest version to your website.

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?	38%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	43%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	33%

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