

Evidencing the Impact of Primary PE and Sport Premium -Guidance & Template-

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 t

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- 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.

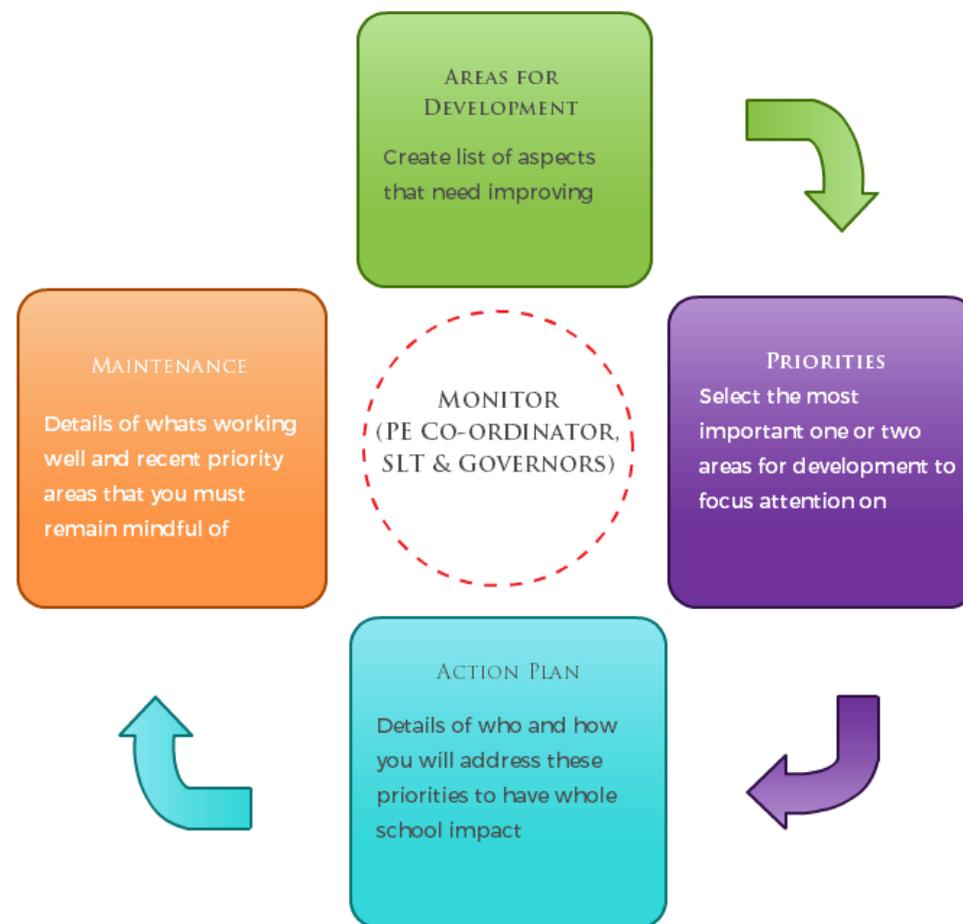
Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling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

Academic: 2017-2018

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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 pupils could not swim at the BEGINNING of the academic of the school year?	37%
What percentage of pupils from year 5 could swim (using aid) at the end of the academic year? (BELOW ENTRY)	6%
What percentage of your year 5 pupils could not swim at the beginning of year 5, but could swim at least 10m on front and back at the end of the end of the last academic year? (ENTRY)	23%
What percentage of your year 5 pupils could swim at least 15m of a recognised stroke at the end of the academic year? (BRONZE)	8%
• What percentage of your Year 5 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? (SILVER)	40%
• What percentage of your Year 5 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? (GOLD)	23 %
• What percentage of your Year 5 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? (PERSONAL SURVIVAL)	20 %
• 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? Choose a year/ Choose a year

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:
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<p>We targeted Professional development for staff. The Active Fusion bespoke package included some of our staff being involved in elements of P.E CPD training, including; the BUPA start to move, Change 4 Life, LSA training, P.E Co-ordinator CPD training, Fusion Leaders Conference and a whole school staff twilight training on P.E delivery with Lyndsay James (director of Active Fusion). This has given the staff an increased awareness of the value of P.E and improved their understanding and confidence In P.E. This has also increased their knowledge of what is being taught throughout the academic year and how their children are performing.</p> <p>The Development of the P.E Specialist. Mr Johnston attending training and continued professional development.</p>	<p>What evidence is there of impact on your objectives?</p> <p>With Active Fusion we subscribe to the 'Playground Leaders' function which gives children the opportunity to receive high quality playground leader training, which enables older children to become 'coach' and 'mentor' to younger children echoing the principles promoted through our extra-curricular clubs that we have delivered in the 2016-2017 academic year. Observations of the playground leaders were made throughout the year to monitor progress of their leadership skills and the way they in particular work with the children in KS1. Regular training on issues that arise and new ideas for the children to use in terms of games and activities is also discussed and worked on with the children during lunch time training with the leaders and P.E specialist, Mr Johnston.</p> <p>We looked at the quality of questioning used in P.E lessons by the P.E specialist. Here the P.E specialist worked closely with the P.E Co-ordinator to improve the content within P.E lessons for the whole school. We bought in some CPD with active fusion and one of their P.E consultants. Here we looked at what type of questions were being used and what impact these questions have on the quality of the lessons. The</p>	<p>Does this impact reflect value for money in terms of the budget allocated?</p> <p>The CPD training with Active Fusion was value for me money as the information, support and content in these sessions were positive from the feedback we received from our staff who attended some of these courses.</p> <p>Part of next years sports premium budget will be used to continue develop the professional development of staff in P.E and the P.E specialist. These CPD course are yet to be confirmed. However the P.E specialist has booked on some professional development in a level 5/6 course for P.E professionals.</p> <p>To continue to develop his questioning techniques by working closely with P.E professionals in Doncaster and South Yorkshire Sport.</p>
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<p>Development of the Assessment at the school for PE. The Self-assessment that we created to develop and use with the children every half term to discuss and develop with the children.</p>	<p>outcomes of these observations and feedback from the P.E consultant was that various types of questioning were being used, that questions being asked were encouraging the children to evaluate their own performance and also peer questioning was evident. In evaluation the questioning has had an impact on the quality of teaching. The children have become more reflective in their learning and they are beginning to use this to enhance their performance levels. We are continuing to develop peer questioning within lessons.</p> <p>We have created a self-assessment booklet for every child in the school to take with them through their school life at Owston Park Primary school. Here the children self-assess on a half termly basis with Mr Johnston and the class teacher to discuss where the children are with their learning and how they can improve, develop the physical and non-physical skills. The impact this is having on the children is that they can visualise(see) and recognise(understand) what they have achieved so far in that particular half term in comparison to the criteria of the scheme of work . This also allows the children to understand what they can achieve and how to get where they want to be with the guidance of the teachers, not only in P.E but cross-curricular and use this in the classroom. One child recently commented saying <i>“Sir I like doing the PE books as I can see that I am getting better over the year in certain skills”</i>.</p>	<p>We will continue to look at our self-assessment books and try to develop them further for the benefit of our children. This will be done by the P.E Co-Ordinator and P.E specialist sitting down, spending time on how they can develop this further.</p>
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Promoting the schools P.E ethos, attitudes, to encourage the children's health and well-being.

Mr Johnston and P.E Co-ordinator Miss Kelly are continuing to embed this in to lessons and make it the school's ethos. We're enabling the children to have different roles within school and P.E lessons. Children are given the opportunity to be leaders, coaches and officials during lessons. We have seen here that some children flourish in different sporting contexts. We have encouraged and promoted positive sporting behaviour in all roles in P.E and we have seen significant improvements in P.E of children's behaviour and the way they react to each other in different sporting environments, such as accepting what the referee says and the decisions they make. We have seen a significant improvement at competitions in the way the children support each other and get behind each other regardless of whether they are winning or losing. This was clearly seen on our school sports day in July 2017. The whole school competed in different nations linked to an Olympic themed sports day. We saw the older children supporting the younger children by helping them complete the different events, cheering each other on and giving positive feedback to each other. So the impact of promoting a positive attitude towards P.E and a healthy active lifestyle is clearly seen in a number of areas discussed above at school.

We will continue to look at our behavioural rewards system/scheme for the children work towards and benefit from. Children will be rewarded in P.E when they are performing well in lessons, encouraging their friends, been a good sportsmanship, team work, resilience, co-operation, helping others etc. This is going to be looked at. We are looking at the Premier league rewards scheme.

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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: 2016/2017		Total fund allocated: £9665					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <i>Impact on pupils</i>	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	Another aim was for the children to become aware of the need to have a healthy balanced lifestyle. In the summer term the children took part in a planned healthy living week. Then the following week at school we discussed and analysed these diaries to find the outcomes and how we can make changes	Children have fitness element included in at least one of their lessons every week to give them the understanding and experiences they need to understand how fitness and activity benefits the body and mind.	£200 for fitness equipment for these sessions for the children to use	£200 for fitness equipment for these sessions for the children to use	“Health and Fitness week”. Here the children were given a booklet that they used during P.E lessons and were also able to take it home with them to complete challenges with their parents. These booklets included a diet and fitness diary, which meant that they had to record what exercise they	Lesson give children actual physical fitness sessions art school and this will educate them to understand their bodies and hoe to live a healthy active lifestyle.	Following on from this for the 2017-2018 academic year it is the idea that we repeat this but do it for a longer period of time. We are looking to this for 3-4 weeks in the summer term. We are going to make this a regular thing and do it on a yearly basis so it gets embedded in to the school’s curriculum, which we intend to highlight to the children that a healthy active lifestyle can impact their education,

	and adaptations to our lifestyles.				had done that week and what they had eaten and had to drink		development and life.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	These New schemes "Real P.E" and Real Gym" are two new exciting and effective schemes that develop the whole child. The whole PE program at the school and its development on a whole. Opportunities for children in lessons, after school clubs and extra-curricular competitions.	The Head Teacher giving Mr Johnston the financial support through the "Sports Premium" to buy in to two new schemes of work to build in to the schools P.E curriculum and Philosophy.	£1000	£1000	<p>Photographs, Video, children interviews and questionnaires.</p> <p>As a result of the success of this initiative and the positive response of the children we are now working on sustaining this through developing a 'Mastery' curriculum which enables all children at whatever level of capability, to become a 'master' of a skill. This mastery curriculum is being driven through P.E, turning children</p>	The impact of becoming the first Primary school "Centre of Excellence" in Doncaster and winning a "whole school improvement" category P.E award at the "Yorkshire Primary P.E Awards" has helped raise the profile of P.E in the school by giving the children, parents of the school and staff something to be proud about.	We are seeing great improvements in the way the children interact with each other in P.E lessons, out in competitions, the way they communicate and socialise with each other in school and in particular at play times, linking in with the "playground Leaders" training and program we have in place at school. Thus it also impacts on their behaviour in classrooms and generally around school.

					into 'master sportspeople' without needing to be a talented or skilled enough to join a team or excel at competition but giving them confidence to participate, resilience to keep trying and self-esteem because of mastering a skill.	We are seeing drastic improvements in the children's social, cognitive, physical, creative and personal skills through their interaction and participation in P.E. We have seen a huge development in the children's ability to work in small groups, with the "coach and athlete" role becoming more and more established in the schools P.E curriculum.	
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	Class teachers have been actively more involved in P.E lessons in 2016-2017 through team teaching with Mr	Meetings between Mr Johnston and the class teacher happen to discuss the progressions and development of the children in	Cover for teacher to team teach throughout the year: 12 teachers: all team teaching 12	£1500 Cover costs £400 for Active Fusion Bespoke package.	<i>"Working with Mr Johnston(PE specialist) in PE has enabled me to develop my confidence in delivery, broadened my subject</i>	Attendance of Mr Johnston and other staff on courses throughout the academic year such as: PE Conference,	Continue working relationship with Active fusion. This includes our bespoke package (yet to be finalised), completion calendar and

	<p>Johnston, They complete team teach proforma sheets to enable staff to analyse Mr Johnston's lessons, their own development and to have a more detailed insight into the quality of PE.</p> <p>Active Fusion Bespoke Sports Premium package</p>	<p>their class. Through this improved communicative structure, teachers have a better understanding of the child's goals and can use this knowledge to encourage improvement of skills and progress throughout that specific period.</p> <p>CPD for PE specialist and other teaching staff to attend throughout the year to upskill in P.E</p>	<p>times per year. £1500</p>		<p><i>knowledge and highlighted to me how important P.E is in developing the whole child" Bev Gyles , Year 4 class teacher.</i></p> <p>The completion of the proformas with class teachers working with Mr Johnston has made an impact not only for the class teacher's knowledge of their children in a P.E environment but Mr Johnston has benefited greatly from having the class teacher's support and their knowledge of the children in their class, supporting differentiation if P.E lessons and</p>	<p>P.E Co-ordinators days training X 3 days, Playground leaders conference and training, Virtual multi skills days for children, entrance to competitions, Dance CPD, Gym CPD and orienteering CPD</p>	<p>continued working relationship to enhance P.E at our school.</p>
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					further adding to the increased development of children at all levels of learning by mastering skills at their level, linked to our mastery program in P.E, as discussed below.		
4. broader experience of a range of sports and activities offered to all pupils	P.E specialist worked with other specialists/sports Coaches to offer the children a variety of after school clubs. Both promoting the standards of resilience and self-esteem in his PE lessons and after school clubs within school.	The opportunity for our pupil premium children from all key stages to participate on a weekly basis in a sports after club with a qualified coach from the local community gave them something fun and structured and a sense of ownership. This gives us a useful link within the community and helps children to	£1000	£1000	These weekly sessions were for both KS1 and KS2. Evidence in the form of registers, photos and information on our website. We have had up to two sessions running per week (Foundation, Y1/Y2 and Y3-Y6). 60 children per week from the school have been regularly involved in these sessions.)	This group of children thoroughly enjoyed taking part in these clubs and in a large percentage of cases it's actually improved their attendance, attainment and behaviour in school as a consequence of the clubs (figures of attendance shown below	Continue to offer further opportunities for the children with after school clubs all year round with a variety of different clubs to cater for the whole school to be a part of.

		sustain their interest.				The Impact of these after schools was that it supported our whole school attendance levels that academic year. These levels rose from 94.7 to 96.2 % from September 2016- July 2017. Which in real terms took us above national average.	
5. increased participation in competitive sport	Giving children throughout the year have been given the opportunity to take part in inter and intra school competitions.	The P.E specialist and the P.E Co-ordinator are keen to try and give the children a wide variety of sports/activities to have a go at throughout their primary school life. We want to make this sustainable and	£2500 for Coach and mini bus hire	£2500 for Coach and mini bus hire	The school website shows all the evidence of competitions by providing Information, reports, photos and records of all the competitions we have entered. This can also be	Once again for the 2016-2017 academic year the money available for competitions is still there and we've allocated more to try and increase the amount of competitions we attend	To continue this in the 2017-2018 academic year. We have budgeted £3000 of the schools budget for buses and a further £2500 from the sports premium to cover the target of 40 competitions that the children will take part in.

		<p>keep this going by making it clear that P.E has a crucial part in a child's development and can impact their learning in the classroom significantly.</p>			<p>seen in the office staffs records.</p>	<p>during this year. The target was 30 competitions this year, taking over 550 kids to these competitions and competing against other school in Doncaster and South Yorkshire. For example in 2015-2016 taking 450 children to competitions is the value of children going to these competitions. Each competition we go to we try to take two teams which is usually 15-20 children per competition and therefore the value is 25 competitions X 15-20 children which gives us</p>	<p>When the P.E specialist, Mr Johnston goes on these competitions with the children then cover for these lessons will be sorted that the children still get high quality PE. The Sports Premium will help to cover the costs of this cover and allow the children to go to competitions and learn how to win and take losing against other school in both Doncaster and South Yorkshire.</p>
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						the 450 figure of children taking part in competitions. So each year we are trying to give more children opportunities to go to competitions.	
School Hall equipment	Modification and upgraded sports hall facilities to be installed with new gymnastic equipment.	Installation of new gymnastics equipment and modification of sports hall, new office for P.E Co co-ordinator has enhanced the delivery of P.E and given the children and staff a P.E hall to be proud of.	£3500(topped up by the school budget for P.E equipment, as we went slightly over the costs we expected)	£3500(topped up by the school budget for P.E equipment, as we went slightly over the costs we expected)	Photos on the school website, my P.E file and on the P.E notice boards across school of the children taking part in their P.E lessons. After school clubs and taking part in inter school competitions.	Enhanced the schools P.E facilities. Given the P.E Co-ordinator a base to run the P.E program for the school from. Given the P.E Co-Ordinator, staff and children something to be proud of. Given children more opportunities in P.E and especially in Gymnastics.	The sustainability of these new facilities is that the P.E co-ordinator will continue to grow the schools P.E program by offering children more opportunities to take part in different sports and activities, both during school hours and in after school clubs/competitions. We aim to add to these facilities with the following year's sports premium money

							and therefore develop the P.E hall further and give children more facilities and equipment to use and experience.
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Completed by (name and school position): Mr B. Johnston, P.E Co-
Co-ordinator/Specialist.

Date: 30/11/2016

Review Date: 30/03/2017

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