



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Template
Revised October 2016

Commissioned by
Department for Education

Created by



**YOUTH
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](https://www.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:
<ul style="list-style-type: none"> Sports Premium Budget invested in Senior teacher being released from full time class responsibility to teach PE, support colleagues as regards CPD, oversee resources and manage and implement full competition programme. All children come to school dressed ready for 2 hours of quality PE provision so that active learning time is maximised. Whole school progressive planning for wide, complete curriculum is provided with key assessment criteria outlined clearly. Range and numbers participating in school competitions has increased significantly. 	<ul style="list-style-type: none"> Increasing planned activity for identified individuals who are vulnerable to possible health issues as a result of inactivity. See Crossflatts Move More Champions programme which is a 'Health by Stealth' approach whereby Year 4 and Year 5 More More Ambassadors invite peers to take part in fun singing circle games with plenty of sustained movement or mini competitions eg skipping or elastic twist. <p>PE PROGRESSION SKILLS\PROGRESSION OF SKILLS.docx</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below: Data sourced from Swim Tuition records. Subsequently updated as a result of 'in house' survey.
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?	93%
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?	85%

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?	70%
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

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: 2018/19				
Key indicator 1: The engagement of all 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				
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"> School staff aware of research which highlights both the immediate and long term benefits of exercise and physical activity on health and mental well-being. School staff aware of recommendations of Chief Medical Officer that schools endeavour to ensure their pupils undertake at least 30 minutes of physical activity daily. All children undertake a minimum of 30 minutes physical activity per day in school. 	<ul style="list-style-type: none"> After attending area PE conference with key note speakers, PE Coordinator lead Staff INSET and outlined statistics of levels of activity amongst primary age. Staff made aware of latest research concerning proven immediate and long term benefits of exercise on body and mental well-being and links to academic achievement. Staff made aware of Chief Medical Officers recommendations for 30 minutes minimum of physical activity. Suggestions provided at INSET as to how this recommendation could be met for all children. Staff provided with a regularly updated list of suggested daily activities to ensure 30 minutes of activity 	100 % of budget allocated to release 1 x PE Coordinator/ from whole class teaching commitment to support PE development/ Competition programme and to oversee implementation of physical activity programmes.	This will be discussed in depth by staff and management formally at Staff Training Day in Summer Term. Staff to share their findings of what has been successful/popular for their cohort.	In light of summer term (2018) discussions programmes can be amended as necessary and then carried forward into the next academic year and beyond.

	<ul style="list-style-type: none"> per day met. Across school – active playtimes ‘Move More Crossflatts’/ lunchtimes encouraged by equipment provided/lunchtime sports and training clubs/ breakfast club/Crazy Cats and after school range of clubs on offer. Older children supported and encouraged to run dance, keep fit and gymnastic club activities. 			
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

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"> Children made aware/ reminded of the health benefits and enjoyment that are to be gained from regular participation in physical activity/ PE and sport in a number of ways. Children made aware that a healthy body and mind play a major role in ensuring children gain the very most from the learning opportunities they are provided with. 	<ul style="list-style-type: none"> In eg. PE/ Science/ PSHCE lessons children are to be reminded of the life long health benefits of exercise, physical activity PE and sport. PE staff manage display boards at areas used by pupils with images of sporting successes and enjoyment of physical activity. Regular celebration of physical activity taken in and out of school. Sport celebration assemblies throughout year to mark achievements and certificate and medal ceremonies at 	100 % of budget allocated to release 1 x PE Coordinator/ 1 x PE Apprentice from whole class to support PE development/ Competition programme and to oversee implementation of physical activity programmes.	Discussed in depth by staff and management formally (and also informally) at Staff Training Day in Summer Term. This day was in itself centred around a team bonding physical activity in the form of Raft Building and water based challenges). Staff share their findings of what has been successful/popular for their cohort and offer skill-share support to colleagues.	<p>In light of summer term (2019) discussions programmes can be amended as necessary and then carried forward into the next academic year and beyond.</p> <p>We intend in the next academic year to include sports such as Dodgeball, Boccia, Table tennis Tri Golf and badminton in PE sessions. These sports are largely new to the majority of pupils and this provides an opportunity to learn a new skill without any preconceptions as to peer ability.</p>

end of year,

Social media – [@crossflattssports](#)
[@crossflattspe](#)

twitter account makes followers aware of any sport /physical activity undertaken in school and the value we place on it.

- School website – weekly bulletin – keeps parents/carers up to date with forthcoming trials, competitions and festivals that pupils participate in.
- Pupils are made aware that a number of members of staff are committed to delivery of PE lessons and attendance at School Sport Competition events.
- Assemblies will celebrate/highlight successes in sport/physical activity both in and out of school.
- PE Office/Trophy Cabinet to provide a tangible reminder of the value placed on sport/physical activity in school. A physical location/meeting point for participants.
- The requirement for children to come to school dressed in readiness for 2 hour PE lesson so maximum time is devoted to physical literacy.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>aim for all teaching staff to be able to competently and confidently deliver high quality, differentiated PE and sport lessons so that each pupil can develop at their own level.</p>	<ul style="list-style-type: none"> • The PE Coordinator provides staff with a Half termly overview of subjects to be covered in PE and Calendar of sporting competitions and events entered. Planning is provided for year groups as a starting point. This means that a wide, full curriculum is offered. • The PE Coordinator supports staff in lessons as part of CPD. • Strengths of individual staff utilised when preparing for competitions and or to support staff development. • Planning for lessons and competition dates displayed and easily accessed on display boards available in Gym – planning covers all areas of PE curriculum. Progression skills and safe handling of equipment are made clear on displays. • Staff (teaching and LSA) have attended and supported school sporting events so that knowledge of the sport is shared. • PE lessons for each Year group take place simultaneously so that lessons can be taught flexibly in different sized groups allowing staff to support each other's 	<p>100 % of budget allocated to release 1 x PE Coordinator from whole class to support PE development/ Competition programme and to oversee implementation of physical activity programmes.</p>	<p>Reviewed in depth by staff and management formally at Staff Training Day in Summer Term. Staff share their findings of what has been successful/popular for their cohort. Informally staff made the PE Coordinator aware of increased confidence or areas to be developed throughout the year.</p>	<ul style="list-style-type: none"> • School teaching staff to support new members of staff in lessons year on year. • Planning records are retained on the school system and so can be amended, improved and developed over time.

	development. Where deemed appropriate lessons can be taught in gender or ability groups.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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"> Aim to offer the opportunity to experience a range of sports and activities to encourage physical activity in the short term and foster a desire to continue to be involved in sports/physical past-times out of school and beyond primary school and into adulthood. 	<ul style="list-style-type: none"> At time of Ofsted 2014 all staff actively involved in PE lessons – next priority was to increase range of sports and activities offered. This is achieved in the following ways: <ul style="list-style-type: none"> Badminton – free coaching and equipment provided via Dot Mainwaring Charity Funding. Badminton is usually a new sport for our pupils and affords a chance to acquire a new skill without preconception of sporting ability. Hockey - free coaching and equipment provided via Dot Mainwaring Charity Funding Hockey tournaments entered and links made with local clubs for pupils to attend out of school. Tri – Golf - equipment sourced and used in lessons. Teams entered in local competitions. Netball - for both boys and girls taught in lessons. Children taught the rules and principles of Hi 5 netball whereby each team member's role alters on a rotation basis – captain/umpire/score keeper as well as player. Cricket – local cricket club provides taster sessions and free coaching in school to foster interest. Local competitions entered and as stated previously links with local clubs established as part of 	<p>100 % of budget allocated to release 1 x PE Coordinator/ from whole class to support PE development/ Competition programme and to oversee implementation of physical activity programmes.</p>	<p>Sainsbury's School Games awards acknowledge increased participation levels in a wider range of sports. Our school has progressed from the Bronze Award level prior to 2013 through to Silver then ultimately 2015/2016 Gold award and subsequent years. If we achieve gold standard next year we will progress to Platinum level.</p>	<p>The aim is to continue to achieve the Gold status award and subsequently Platinum Award status. Links forged with local clubs to be strengthened year on year by continued participation in and providing pupils with progression pathways and contacts for out of school participation. Our local Secondary School run a TAGS (talented and gifted sports programme) at weekends and during school holiday breaks. At school we recommend pupils for this programme. They then receive further coaching in a range of sports from local clubs and county wide coaches.</p>

	<p>Rising Stars programme. Local cricket team staff hosted an inter schools primary competition. This is to become an annual event.</p> <ul style="list-style-type: none"> - Multi skills – KS1 – focus for younger children in school them to develop their confidence and competence in a range of skill areas so that these can be utilised in range of different sports. Local multi-skills competition arranged by local secondary school. - Gymnastics – local competitions entered and links with clubs formed through after school Gymnastic Club lead by Gym Coach. - Year 6 children run a lunchtime club Gymnastics Club for younger children in school acting as positive role models. - Dance - play leaders/buddies supervise and choreograph lunchtime dance sessions outdoors (using boom box). The school has after school dance club. Zumba is offered to staff (after school) and pupils in lessons by a member of teaching staff. Whole school (staff and pupils) participate in an in house dance festival each summer term. - Cross Country – children encouraged to join running club/cross country team so that they can participate in events run by Bradford Schools Athletic Association. School enters pupils in 4 events per year. - Brownlee triathlon - as above pupils /invited to take part and 'have a go' at swim/run/cycle event organized at local Bradford secondary school. <p>Cycling – local bikeability coaches invited into school to work with all pupils from older classes to develop competence/increase present skill set and cycling proficiency.</p>			
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	Rugby skills – KS1 – younger year groups provided with taster and 'have a go' sessions during their PE lessons. Links with local clubs established.			
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Key indicator 5: Increased participation in competitive sport

school focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
aim to increase significantly the number of our pupils participating in competitive sport.	<p>By releasing a member of staff from full time class teaching, we have been able to develop a full competition programme across a number of sports and physical activities.</p> <p>The PE Coordinator can then oversee the sizeable task of:</p> <ul style="list-style-type: none"> * administration of competition entries * liaison with parents/carers and pupils * team kit allocation and recovery * team selection, coaching and supervision at events * organization of transport to the events themselves. * liaison with event organisers 	<p>100 % of budget allocated to release 1 x PE Coordinator from whole class to support PE development/ Competition programme and to oversee implementation of physical activity programmes.</p>	<p>At time of Ofsted inspection in 2014 the school entered teams in Athletics/Swimming/ Sports Hall Athletics and Tag Rugby Competitions.</p> <p>Since then our competition programme has considerably increased the number of pupils participating in competitive sport. This has been achieved by increasing the number of teams entered in individual competitions, entering competitions for different school year groups and also widening Our repertoire of sports.</p> <p>Now Football/ Girls Football Netball/Cricket/Gymnastics/Cross Country Running/Tri Golf/ Triathlon /Hockey teams have been selected and entered into local competitions.</p> <p>Number of children participating has increased as follows:</p> <p>Football – Year 5/6 – 1 team to 4 teams</p> <p>Girls Football – 1 team to 4 teams</p>	<p>The aim is to continue to achieve the Gold status award in term of participation level and then progress next year to Platinum level.</p> <p>Links forged with local clubs to be strengthened year on year by continued participation in and providing pupils with progression pathways and contacts for out of school participation.</p> <p>Over time the number of staff at school able to select and oversee teams will increase as competence and confidence levels grow. This will be achieved through continual and supportive CPD.</p> <p>We also intend next academic year to introduce dodgeball, table tennis, badminton and boccia and tri-golf into our competition calendar in an endeavour to encourage more children to have a go and</p>

			<p>Football Year 4 – 1 team to 2 teams</p> <p>Netball – 0 to 4 teams</p> <p>Hockey – 0 teams to 4 teams</p> <p>Sportshall Athletics – 1 team to 4 teams</p> <p>Cricket – 1 team to 2 teams</p> <p>Gymnastics – 0 team to 1 team</p> <p>Tri Golf – 0 to 1 team</p> <p>Cross Country – 0 to 1 team (approx. 30+ children)</p> <p>Triathlon – 0 to 1 team (approx. 30+ children)</p> <p>Tag Rugby Year 5/6 1 team to 5 teams</p>	develop their physical literacy.
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