



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Created by



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](#).



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Name of School	Temple Normanton Junior Academy
Name of Designated PE Coordinator	Ben Otter

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>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <ul style="list-style-type: none"> - Each pupil receives two hours of high quality PE each week where attainment in different sports is tracked to give feedback and allow lessons to be planned to teach to the gaps in development. - Each lunch time every pupils is offered the chance to take part in a structured sport or physical activity as part of our "Court sport" program. This is again linked to the National Curriculum for PE in order to help all students achieve. - Regular weekly sports clubs are held after school for both KS1 and KS2 students in order to promote physical education and a healthy lifestyle. - Gold Award in the School Games Mark 17/18. - Upskilled support staff to deliver structured activities at break times. - Mini Leaders and Bronze Sports Ambassadors fully established and used during break times. - Sport is much more embedded within school with "Sportsperson of the week" and regular feedback between parents regarding progress and attainment of pupils in lessons. - Fortnightly blogs of what has been happening in PE with photos is accessible on the school website. 	<ul style="list-style-type: none"> ➤ Links with local clubs needs to be pushed further within the school in order to engage more pupils with taking part in sport outside of school. ➤ Ensure the break time activities equipment needs to be regularly updated with new equipment once old equipment gets broken or worn down. ➤ More sport centered equipment to be used rather than multiskills equipment to give pupils the chance to further practice their skills. ➤ Regular break time and lunch time clubs which will target pupils with lower attainment in PE to help them improve and find more enjoyment within PE.
<p>Key indicator 2: The profile of PE and sport being raised across the school as a</p>	

tool for whole school improvement

- There is an award each week for sportsperson of the week which helps to promote the School Games Values throughout school.
- The PE Specialist updates the “PE Portfolio” each week which is a booklet full of the extra-curricular clubs which take place at TNJA.
- Incentives are given to KS2 pupils which provide leadership with playground games and activities for KS1 pupils, their achievements are recognized within school assemblies.
- There is a PE section on the school website which is updated fortnightly by the PE specialist and Media Ambassador.
- The sports person of the week, weeks activities, school sports games and sporting events photos are put up on the playground for pupils to see in order to raise the profile of PE and sport in school.
- PE notice board updated regularly with clubs outside of school, fixtures, information and rewards for outstanding work in PE.
- Mini leaders trained and offer pupils something to work towards.
- Regular conversations happen with parents about the potential for their child to succeed in clubs outside of school when new units of work have been started.

- Mini leaders need to be trained and used within the school to promote the importance of leadership of sport in school.
- Give rewards not just for sporting achievement but for high effort given in lessons for all pupils across all years.
- Physical rewards such as postcards and stickers to be used within PE lessons to promote the profile of PE.
- Promote inter-house competitions in assemblies each week so pupils know how to sign up and when the event will take place.
- Use the house system to give rewards for these competitions in order to make this more appealing for pupils.
- PE assessment criteria to be placed on the school website for parents to access and relate to their child’s progress.

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

- The PE Specialist is an outstanding teacher with a broad range of sporting knowledge and provides a current and motivational approach on all of the PE lessons delivered.
- A CPD sessions has been led by the PE specialist for all support staff within the school in order to provide fun, structured and inclusive games for all pupils on the yard at break times.
- There is a vast supportive network of primary PE specialist teachers which create resources and share information which has been used in lessons.
- PE specialist has attended CPD through Chesterfield SSP to help deliver outstanding PE lessons.

- Continue to take part in staff CPD through Chesterfield SSP to aid development and understanding of subject knowledge.
- Share long term PE plans with class teachers in order to share knowledge and ideas which could be included in lesson.
- Regular meetings with ACET primary PE staff to ensure subject knowledge is up to date and the best delivery methods are being used.
- Access new teaching resources from Premier League Primary Stars to use within lessons for new teaching ideas.

<ul style="list-style-type: none"> - PE Specialist has lead a full years curriculum and is teaching within another ACET academy which helps share teaching practices and understanding for pupils behavior. 	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <ul style="list-style-type: none"> - Year overview which is directly related to different sports and skills which pupils may have not heard of or taken part in before. - Pupils are being taught activities which they will not have taken part in before in their PE lessons such as Ultimate Frisbee, Boccia, High Five and Matt Ball. - Continued participation in sports events through ACET and Chesterfield SSP throughout the school year. - Achievement of the Gold School Games Mark 17/18. - Winner of the Matball Competition for the ACET Cup - Silver place in the Chesterfield Small Schools Final for Sportshall Athletics. 	<ul style="list-style-type: none"> ➤ More taster sessions need to be arranged for the pupils to experience within school which will provide links to local clubs and an experience of a new sport. ➤ Target pupils through low attainment in PE and through keeping a register of attendance to extra-curricular events in order to improve their physical literacy and sporting ability. ➤ External speakers and clubs to be promoters to visit school to promote being active and healthy within school. ➤ Discuss with parents the areas of strength their child has in relation to the new ACET marking system to promote out of school clubs. ➤ More clubs to be advertised around school for pupil to join. ➤ Continued access to clubs and competitions for all year groups to develop skills and attainment in PE.
<p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> - The academy has arranged friendly fixtures with schools within its trust in order for more pupils to have the chance to take part in competitive sport. - The school has achieved the Gold Award in the School Games Mark for 17/18 showing excellent participation in sports events. - Healthy competition is used within PE lessons from EYFS which has emphasis on good sportsmanship, taking part and playing fair. - Every year group from KS2 had the chance to take part in competitive sport within the ACET community. - Inter-house competitions run half termly at lunch times to help promote competition. - Competitive sport is played each lunch time in a range of different sports for pupils to access this. 	<ul style="list-style-type: none"> ➤ Sports clubs outside of school need to have their profile raised further in order for more students to want to take part in sport when representing the school. ➤ Continue to promote sporting achievement with certificates, letters and features on the school website displaying success. ➤ Showcase out of school sporting achievement within assemblies and lesson times to boost the profile of competitive sport. ➤ Mini leaders and BSA to use their time to deliver competitive sport to KS1 pupils.

Swimming Review

Meeting national curriculum requirements for swimming and water safety

	Please complete 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?	82%
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?	82%
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?	80%
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/ <u>No</u>

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: £16,810		Date Updated: 22/11/17	
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:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
High quality PE lessons and clubs for all pupils.	Continue to replace equipment and resources as they get worn and not fit for use.	£2000	High quality PE lessons can be delivered with every pupils having access to the right equipment and not having to share in groups all of the time.	Continue with this as lessons can be improved with the use of new equipment which helps to differentiate lessons. (12%)	
Multiskills equipment.	Keep track of equipment used by pupils on the yard in lessons and for break and lunch times. Replenish broken or damaged equipment.	£1000	This equipment has enabled more sports to be played during break times which is improving the attainment of pupils in school.	A continued order or things which are always used and will need to be changed. (6%)	
PE kit	PE kit provided for each pupil in school.	£300	Allows pupils to have correct and safe kit in school to take part in PE lessons.	Have a set of PE kit which has a healthy range of sizes for the whole school to access. (2%)	
Mini Leader Equipment	Separate equipment for the schools mini leaders to use to engage pupils on the yard during break times including outdoor speaker.	£500	Pupils have been able to develop leadership skills as a result of equipment being replenished.	Game sets for pupils to use ‘football set’ for a small area on the yard. (3%)	
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:	

-Prizes, rewards and certificates.	Use rewards to ensure pupils hard work and effort is noticed and rewarded.	£200	Profile of PE being raised across the school which shows our dedicated of sport and PE when these rewards are taken home for parents.	Physical sport prizes half termly (Football boots, outdoor games sets) (1%)
-Pin Badges	- Badges for Mini Leaders	£100	Pupils can be seen wearing these when they have pictures taken and are seen out of school wearing them.	Badges for the Bronze Sport Ambassadors. (1%)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Keep up-to-date with knowledge of PE and sport through ACET PE meetings, sharing of ideas and attending CPD and training courses	Regular monitoring and evaluation visits from ACET Primary PE Lead Learner	£2500	Shared knowledge and practice with ACET PE staff has been excellent for new resources and teaching ideas in sports where others have a specialty.	More PE centered CPD and meetings to ensure outstanding PE is being constantly delivered. (14%)
External ACET staff providing support for all sporting events both internal and external to the school.	Regular ACET meeting & CPD training sessions	£500		(2%)
	Organizing and running events through ACET for pupils to attend throughout the school year	£1400	A chance for pupils to experience healthy competition as part of their PE journey. Pupils learn about success, sportsmanship and resilience.	Staff to take the lead for individual events. (8%)
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:
Additional achievements:				
Keep the school field maintained with line markings and the grass being cut regularly to ensure it can be used throughout summer terms.	Pupils to experience a broad range of activities which develop them across all areas of the National Curriculum.	£890	Pupils learnt rules for games and sports which they would not have been able to put in to practice on unmarked pitches.	Seating areas to be marked out for sports day. (6%)
New Football goals to replace the ones which have been left out over winter.	Keeps all equipment up to date and ensures it is safe to use within lessons.	£200	Competitive matches to be held against other schools which was an agreed action from the school council.	Netball posts need replacing to allow the same action to happen as this. (1%)
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:
Membership of sport partnerships to provide more opportunities for competition	A broad range of ACET inter school competitions Membership to Chesterfield SSP	£1800 £400	Pupils gaining new knowledge of sports and skills which are put in to practice in healthy competition which develops their understanding for sport.	To enter in to more competitions with KS2 pupils before their transition in to KS3. (13%)
Transport for pupils to and from out of school events.	Coaches and minibuses to be used when competing out of school and for swimming lessons with Y3/4	£3600	Allowed pupils to access a broad range of competitions and sports in a competitive environment resulting in higher pupil attainment.	Remain the same for pupils to have access to these events. (21%)
Promotion of excellent effort and achievement within sporting events with extrinsic rewards.	Stickers, trophies and medals to won on school sports events.	£150	PE profile raised across the school and in the community which gained more help from parents.	PE Post cards which can be sent home for good behavior and effort. (1%)
Contingency for qualification and progress in primary competitions/opportunities to engage in sport and activity		£800	Pupils experiencing healthy competition allowing them to progress against the national curriculum targets further.	Resources to be shared more during the changeover of activities each term. (2%)