



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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:
<p>All students in KS1 and 2 were provided with the opportunity to access Bike ability. Where not appropriate students developed balance and pre-bike skills in preparation for.</p> <p>Students had regular access to a gymnasium developing as well as gymnastic skills and understanding but core strength and gross motor skills. Some students now attend this club outside of school.</p> <p>Physical development outdoors; exploring outdoor provision to deliver PE sessions. More students fully participate in PD sessions successfully.</p> <p>Students have regular access to funfit as part of a Personal Programme.</p> <p>Younger students have been provided with skateboarding and scootering lunchtime clubs. This differentiated provision has been successful and now the club has a waiting list.</p>	<p>Swimming; we will continue to audit our swimming provision. We currently are training 4 members of staff to be fully qualified swimming instructors. We will be able to measure the impact of this on the future Year 6 cohorts.</p> <p>Outside space; we are in the processing of developing our outside space and are looking to purchase equipment that promotes physical activity and core strength development as well as zones that encourage team games and sportsmanship.</p> <p>Out of school club provision; we currently don't offer an out of school club although we do offer 2 to 3 clubs daily at lunchtime.</p> <p>Mindfulness and Relaxation provision/equipment.</p>

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?	11%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%

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/No
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*Schools may wish to provide this information in April, just before the publication deadline.

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: £16,310,00	Date Updated: 26.4.2018	Percentage of total allocation:	
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			18%	
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"> - Enable all students to become confident, competent and safe scooter users. - Introduce skateboarding and scooter clubs for different key stages. To encourage all students from across the school to join in. - Introduce DPA bags with age appropriate resources to vary skills and games to get ALL pupils in KS1 & 2 to undertake at 	<ul style="list-style-type: none"> - Audit existing provision and equipment. - Order new scooters from findings of audit inc helmets - Opportunities planned into timetable through lunch activity clubs, reward time, PD and Friday activities. - Audit existing provision and equipment. - Order new scooters and skateboards from findings of audit inc helmets - Opportunities planned into timetable through lunch activity clubs, reward time, PD and Friday activities. - Opportunities for younger students to work 1:1 with key worker/ familiar adults/ specialists to learn basic skills on scooters and skateboards. - Audit current cohort/ physical strengths and needs/ sensory needs/ social and emotional needs. 	£3029	<ul style="list-style-type: none"> - All students have become confident, competent and safe scooter users. The skills learnt in scootering have been successfully transferred to learning to ride a bike. - 2 scootering and skateboarding clubs that are oversubscribed termly and are on a cycle to ensure all students can join. - Structured lunchtime clubs, physical activity and social engagement have contributed to a lessening of behaviours at lunch time. - There are exclusive skateboarding and scooter clubs for different age ranges allowing them to develop and grow in confidence. Scooters have also been used for rewards during sensory breaks. - Feedback has been that 	<ul style="list-style-type: none"> - Aim to increase numbers at Scooter and Skateboarding club. - Create a ‘reward’/ celebration for achieving different skills and refining skills and progressing. Begin to measure skills. - TA’s/ STA’s skilling up and leading groups at lunch, break, activities and reward time. - Invite/ explore skate boarding clubs and parks outside of school to encourage student participation.

<p>least 15 minutes of additional activity per day.</p> <ul style="list-style-type: none"> - Continue to develop and deliver to all students Funfit - To ensure all students in KS2 have the opportunity to extend their swimming ability through additional provision for swimming. 	<ul style="list-style-type: none"> - Tutor/ student questionnaire re. DPA. JD and SS to plan DPA activities and resource from the findings. - Collect information from Tutors re. the activities/ Take Ten/ games the students enjoy and support social skills. - Order equipment/ resources and review in autumn term with new cohort - To purchase equipment to enhance play provision and support OT sensory work within school. - An increased confidence in swimming. - For those students who have previously been reported as not enjoying being in the water for sensory reasons/anxiety, to engage and enjoy participating. 		<p>Tutors are able to support students' different needs and recommendations both physically and emotionally from outside agencies when they have structure and purpose to the DPA.</p> <ul style="list-style-type: none"> - In progress - Fun fit is now delivered across KS1 and 2 in Personal Programmes. - All students have participated in a funfit intervention which has had a positive impact on their activity at break and lunch, participation in lunch time clubs and their enthusiasm for PD in general. - High level of participation during swimming lessons in PD. - Students are enjoying joining in during their swimming lessons where historically they have not been able to/wanted to participate and have increased in confidence as well as developing skills. 	<ul style="list-style-type: none"> - This has helped improve general awareness and understanding of the difficulties and exercises used to develop core stability, body awareness, strength, balance, basic throwing and catching skills and/or poor social skills. These are encouraged and demonstrated, taught and consolidated in all aspects of the students' time at school. - To book more appropriate swimming venue for the next academic year to reduce sensory overload. - Have a higher number of trained swimming instructors at Lampard to further increase participation as they are more familiar to the students and staff are very aware of the students' needs.
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<ul style="list-style-type: none"> - To enable students to become confident, competent and safe bike riders at school and in the community. 	<ul style="list-style-type: none"> - Purchase fit for purpose bikes, accounting for those younger students and pre-riders. - Service existing bikes 	<ul style="list-style-type: none"> - Younger smaller students are now having access to bikeability, teaching those key skills and putting in extra support at a younger age. Bikeability can now be taught as a whole class in Lower School and no child is unable to participate. - Students are choosing to use the bikes as a reward and are growing in confidence. We are hoping that in KS2/3 more students will continue up into higher levels. <p>Wider impact as a result of above</p> <ul style="list-style-type: none"> - Students are more active in PD lessons - Students are beginning to think about road safety and applying skills taught in PLS to everyday life. - Parents are informed through home school books and at Annual reviews/ parents evenings and are proud of their child's achievements. Providing students with a life skill which they can use once they have left school. 	<ul style="list-style-type: none"> - Students are beginning to think about road safety and applying skills taught in PLS to everyday life. - Parents have reported back that they are very proud that their child can now ride a bike. Being able to ride a bike is a life skill.
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: 40%	

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"> - Opportunities within weekly celebration assembly to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to be involved in the assemblies. - Regular updates and articles in the school newsletter and on the school website informing of sporting achievements and participation of events. - Students participating and representing the school in locally organised events for the 'Devon Ability Games' - End of year sports celebration. Parents, carers, Governors to be invited to come together and share the achievements and success of the students. Invite local sportsmen and women to work alongside the students and share with them their success. - Development of the outside area including equipment to develop fitness, core strength, team work and meet the varying sensory needs of the students across KS1 & 2 	<ul style="list-style-type: none"> - Achievements celebrated in assembly (match results, certificates and cups from events, notable achievements in lessons). - JD and tutors to update KG and MD. - Share in home/school books successes and events. - SS PD Co-ordinator to enter and organise participation. Tutors to attend with their groups and feed back to KG - SS and JD to work with tutors and families to organize an event. - Certificates/ medals - Research & quotes from varying playground specialists. - Set up a working group - School council to create a working party and visit schools within SENtient/ learning community. 	£6190	<ul style="list-style-type: none"> - Most students at some point in the year have taken part in assembly. - Students are proud of their achievements and look forward to sharing this with the school. They show their peers and visitors the celebrations board and communicate their achievement. - Parents/ Carers inform the school of sporting achieving and success through home school books. - Where appropriate students have attended events locally such as 'Sitting Volley ball', Boccia, Wheel chair basketball, dance and table cricket. Students who have experienced these events have now joined Devon Special Olympics team and have joined other clubs following this introduction. <p>No impact as yet as in the preparation stage. Spend allocated and awaiting purchasing once planning is improved.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19 %
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"> - In order to improve progress and achievement of pupils the focus is on up-skilling the staff. <p>The following staff will undertake training/ courses in:</p> <ul style="list-style-type: none"> - 1 teacher to undertake Level 3 Forest School Training - 1 HLTA is to complete Bikeability Instructor training - 6 members of staff to complete swimming instructor award (STA) qualification to instruct 10 students inc first aid and safety). - 2 TAs to undertake Funfit training. Whole school CPD Funfit 		£3644	<ul style="list-style-type: none"> - Outdoor provision offers an alternative option for our students to refine gross/ motor skills, to be physically active and work as part of a team following rules. This has been very successful and compliments the PD curriculum and the holistic development of the student - Having passed level 1 Bikeability the students move onto level 2 where they are required to travel on the road. We will be able to facilitate this with 2 instructors. - Taking place in July 2018 in preparation for 2018-19 academic year. 	<ul style="list-style-type: none"> - Physical development enhancement and a fully inclusive PD curriculum. - How can we ensure all students benefit from this provision? - 100% of students in KS1 & 2 have started their journey to successfully and safely ride a bike beginning with scooters, KMX and moving onto bikes.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21 %
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"> - Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. 	<ul style="list-style-type: none"> - Arrange with help from School Council a survey to ascertain what students would like. - To provide students with the opportunity to use a specialist gymnasium and specialist coaches to promote and improve their attitude and understanding and ability in gymnastics as well as support development of core skills. - Qualified Tennis coach delivering training and lessons to encourage racquet and ball sports. Coach will provide CPD for staff across LS. - To continue to develop and enhance outdoors provision to meet and extend the physical, sensory and emotional developmental needs through outdoor learning and Forest School, offering an alternative PD curriculum tailored to the needs of those students.. - To engage all Otters students to participate in being 	£2982	<ul style="list-style-type: none"> - Very few instances of pupils not bringing kit to school and as a result progress and achievement, participation and attitude in PD is good. - 100% of students in KS1 & 2 say they enjoy PD and sport and want to be more involved in more activities. - Some students who have experienced the gymnastics coaching have now joined the gymnasium. - Staff have shared that they feel more confident teaching some aspects of gymnastics having worked alongside the coach. - Students have requested that they continue their 'tennis' lesson within reward time. - Students within the Otters group are fully accessing the PD curriculum and are 	<ul style="list-style-type: none"> - Explore whether we could facilitate a tennis club (after school or within lunch time) - The FS/ outdoor learning provision has enabled many students who have previously found PD challenging access to physical development, team work and being healthy. This provision is becoming established with practitioners, resources and strategies to meet the needs of different learners. - Introduction of a school PD kit to allow students to take pride in PD and use for external sporting events. - The strategies and resources purchased to

	<p>physically active, improving gross and fine motor skills and developing working with others.</p> <ul style="list-style-type: none"> - Providing students opportunities to experience outdoor and adventurous sports experiences growing their confidence and resilience with key adults. 		<p>participating as a group.</p> <ul style="list-style-type: none"> - Students were able to access activities that they never thought they could/ would. Having key adults/ familiar adults to co-experience with the students in a setting that enables ‘paired’ climbing, kayaking etc. Students had their holistic needs met, not just physical. - 	<p>enhance outdoors provision to meet and extend the physical, sensory and emotional developmental needs through outdoor learning has proved successful and will be taken forward when planning for provision 2018-19.</p> <ul style="list-style-type: none"> - Parent feedback, student feedback and staff reflection has highlighted that the Calvert Trust Outdoor Activity Centre provides our students with sporting, outdoor and adventurous experiences that promotes being physically active, healthy, working as a team and having a go. - Staff will work together and share good practice which will lead to better confidence all round.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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"> - To continue to attend additional competitive sports events such as the North Devon Ability Games, GoldCoast Oceanfest Schools Day - Audit student attitudes towards PD, sports. Explore how we can make it more inclusive for different genders, primary needs, age. - Support and encourage students and families to attend Gymnastics training if identified/ selected by the South West Coach for Special Olympics GB. - Enable and support those students who, following recommendations from OT/ EP and other outside agencies, participate in sports within the school day such as horse riding. - 	<ul style="list-style-type: none"> - Arrange friendly competition – inter school. - Working alongside FA coach develop a girls' football club. - Purchase school kit, school council to survey the students for their colour preferences and ensuring breath of size/ comfort for all students. 	£370.00	<ul style="list-style-type: none"> - Throughout the year students have participated and represented Lampard School at the events organized by the North Devon Ability Games. Where it hasn't been appropriate for students to attend we have been able to organize for a member of the North Devon Ability Games to work with those students in school. Our students were very successful competing against mainstream and special schools and were proud to share their certificates/ medals with school and home. - Improved understanding of invasion games. 	<ul style="list-style-type: none"> - There is an expectation from the organisers and students at school that we will be attending and they are recognizing familiar faces and looking forward to the attending. -
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Other Indicator identified by school: Additional Swimming

<ul style="list-style-type: none"> - To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water. - All remaining non swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE. - All pupils can perform safe self rescue over a varied distance so they are confident and safe in water. 	<ul style="list-style-type: none"> - Renegotiate additional pool space over the term <ul style="list-style-type: none"> - Ensure staff attend Swim England professional learning swimming teachers course to accommodate increase in numbers. - To utilise the coach based at the swimming pool to work alongside teachers. 		<ul style="list-style-type: none"> - an increased number of pupils can swim 25 metres at year 6. - an increased number of pupils can perform safe self-rescue. 	<ul style="list-style-type: none"> - The teachers will work together to ensure all staff involved are confident and secure in teaching swimming.
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