



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

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 Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA activities that your school already offer
- 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 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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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>Students in KS1/2 took part in professional dance sessions for a term at a local dance studio/taught professionally on site. A group of students represented Lampard at the Ability Games 2019. Swimming; We currently have 4 members of staff trained as fully qualified swimming instructors. We will be able to measure the impact of this on the future Year 6 cohorts. Outside space; we are in the processing of developing our outside space. Ground work and equipment installation for Otters playground is complete and signed off. Mindfulness and Relaxation resources are in place and there is daily timetabled sessions specifically for M&R. Playground zoning has begun and there is already a higher level of student engagement in physical activity. Ten tors Football tournament in Exeter.</p>	<p>Out of school club provision; we currently don't offer an out of school club except in the summer holidays, although we do offer a variety of activity zones at lunch times. Swimming; we will continue to audit our swimming provision. Next year we will look at alternative pools for swimming and look at offering alternative arrangements for students who find swimming in a big group difficult. We will also look at booking swimming for the autumn term so we can utilize our outdoor space onsite for PE in the summer term.</p>

Swimming sessions for KS1 and 2 are still taking place weekly at the leisure centre. This half term Exe and Umber class are attending and after half term Taw and Otters will be attending. Once the sessions are complete SS PD coordinator and qualified swim instructor leading the sessions will be able to put together the following information:

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving Primary school.</p>	0%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<p>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?</p>	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		Total fund allocated: £23,238.91		Date Updated:	
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: 16.68%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £3,877.70	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. 	<ul style="list-style-type: none"> - Audit existing equipment. - Order new scooters and skateboards from findings of audit inc helmets as needed. - Opportunities planned into timetable through lunch activity clubs, reward time, PD, playground zoning and Friday activities. - Introduce scooters as part of daily lunch time activities through playground zoning. - Opportunities for younger students to work 1:1 with key worker/ familiar adults/ specialists to learn basic skills on scooters and skateboards. 		<ul style="list-style-type: none"> - Most students have become more confident, competent and safe scooter users. The skills learnt in scootering have been successfully transferred to learning to ride a bike. - We have been able to extend the time offered on the scooters to daily alongside the playground zoning now all equipment is fixed and been audited. This increase in physical activity and social engagement have contributed to reduction in behaviors at lunch time. - Scooters have also been used for rewards during sensory breaks. 	<ul style="list-style-type: none"> - TA's/ STA's skilling up so a wider range of staff are confident to lead the scooter zone during periods of staff absence. - Invite/ explore skate boarding clubs and parks outside of school to encourage student participation. 	

<ul style="list-style-type: none"> - Introduce playground zoning to increase the range of organised daily physical activity on offer to students during break and lunch times and ensure there is something all students would like to engage in. - 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"> - Discuss different zone ideas with the school council and teachers to get a rounded picture of the type of physical zones that would benefit students. - Research/order visual signage to make the zones clear for students with visual impairment/literacy difficulties who may wish to access a zone. - Order any resources needed for the different zones; balls, bibs etc. - Pilot zoning in summer term 2019 and review behaviour data and progress in PD to measure the impact ready for September 2019. - 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 		<ul style="list-style-type: none"> - All students have access to a wide range (15 zones) of multi-sensory physical activity. There is a scale from high impact zones to low impact zones including using equipment, organised team games and areas for more solitary, low stimulation physical engagement. - Week 1 behaviour data since zoning began shows a significant decrease in incidents. The increase in physical activity and range of options available means more students are accessing sport and leisure activities in the break time. <p>General swimming impact:</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Continue to regularly collect feedback from staff and students about how zoning is going as it is still very early days using the new system. - Build 6monthly review of the zones available into the staff meeting cycle and school council meetings to regularly offer alternative physical activity so students keep experiencing new things - Work towards having a rolling programme of zones on offer developed over the next 12 months. . - Ongoing allocation of budget needed to replace/update equipment and visual resources. - Look at alternative pools for swimming and look at offering alternative arrangements for students who find swimming in a big group difficult. We will also look at booking swimming for the autumn term so we can
--	--	--	--	--

<ul style="list-style-type: none"> - To enable students to become confident, competent and safe bike riders at school and in the community. - Continue to develop and deliver to all students Funfit 	<ul style="list-style-type: none"> - Audit existing fleet of bikes to ensure they are fit for purpose and safe, accounting for those younger students and pre-riders. - Service existing bikes and pay for repairs/any replacements if needed. - Order any needed resources and review in autumn term with new September cohort - To purchase needed equipment to enhance play provision and support OT sensory work within school. 		<p>well as developing skills.</p> <ul style="list-style-type: none"> - No impact as yet for additional swimming as students are still in the middle of their statutory swimming. - All students regardless of their age/phase of the school who are able to competently ride a bike are now able to access bikeability, teaching those key skills and putting in extra support at a younger age. Bikeability can now be taught as a whole class if appropriate. Students not able to competently ride a bike are able to be taught this skill through OT work in personal programmes with LDM. 4 students have passed bike ability level 1 . - Fun fit is still delivered across KS1 and 2 in Personal Programmes on a daily basis. Students are identified for this intervention through the annual review process, professional reports and tutor recommendations. 	<p>utilize our outdoor space onsite for PE in the summer term.</p> <ul style="list-style-type: none"> - Students are beginning to think about road safety and applying skills taught in PLS to everyday life. - When looking at staffing allocations for September ensure there are a spread of Fun Fit trained staff across all three phases so the intervention can be consistently delivered across the school as part of our core offer.
--	---	--	---	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				47.48%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated: £11,035.00	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. 	<ul style="list-style-type: none"> - Achievements celebrated in assembly (match results, certificates and cups from events, notable achievements in lessons). - Celebration board in the foyer displaying photos of sporting achievements both in and out of school. <p>TG, SS and tutors to update HF for newsletter. .</p> <ul style="list-style-type: none"> - Share in home/school books successes and events. 		<ul style="list-style-type: none"> - 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. - Certificates for effort in swimming given to LS classes to encourage our youngest swimmers to keep pushing themselves in their sessions. - Parents/ Carers informed the school of sporting achieving and success through home school books, the school website and phase blogs. 	<ul style="list-style-type: none"> - Look at official accredited certificates for swimming for next year now staff are trained to deliver a recognised swimming programme. - Any individuals sporting achievements could be discussed at student's annual reviews to ensure parents are aware of these. And put into an ongoing column in the newsletter.

<ul style="list-style-type: none"> - 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 who access the Otters playground. - Students participating and representing the school in locally organised events for the 'Devon Ability Games' 	<ul style="list-style-type: none"> - Purchase a piece of equipment for the Otters playground to ensure there is opportunity to climb, balance, push and pull to continue developing core physical skills daily and proprioceptive activity at break and lunch times for our youngest students. - Ensure appropriate safety flooring is installed to make the equipment usable all year. - Coach hired to ensure we can take a large number of students to take part in the ability games. 		<ul style="list-style-type: none"> - Otters outdoor space is now not only accessible to that class but also to all of lower school as it is the base for lower school lunch time club. - All students in Otters are able to physically negotiate the purpose built equipment which is age appropriate. - The equipment is providing much needed proprioceptive input through climbing, pushing and pulling. - Students have taken part in a range of sporting activities including; archery, fencing, Boccia etc. 	<ul style="list-style-type: none"> - Continue to review use of the equipment at different times of day to ensure it is benefitting the maximum amount of students. - Look to expand the number of in locally organised events we take students to participate in.
--	--	--	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5.70%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £1,326.00	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Training for teachers, middle leaders and HLTA's "PE for the non-specialist teacher" to ensure regardless of teachers professional background everyone is confident to deliver high quality PE sessions and all students are accessing consistent approaches to PE across the school. - Ensure staff trained in delivering swimming have completed the second part of the course to deliver high quality swimming sessions in the summer term. - Introduce new swimming programme to be followed by trained instructors. 	<ul style="list-style-type: none"> - Training booked to take place in October 2019 inset day - Audit staff confidence, knowledge and skills in teaching PE both before and after the training to measure the impact. - SS to look at arranging this to take place before the end of the year. - Organise groups for swimming across all phases for summer term based on parents initial information provided about swimming ability. 		<ul style="list-style-type: none"> - No impact as yet as training booked for October 2019. - No impact as yet as it has not been possible to book the second part for all through the original provider. SS has separately completed it to lead swimming this academic year. Students are following the STA schools swimming award qualifications. - SS is currently leading swimming this term with all phases, impact will be measurable at the end of the summer term. 	<ul style="list-style-type: none"> - Audit staff confidence before and after the training to measure the impact. - STA Level 2 Award in swimming Teaching (awaiting to complete this staff need to have a one day course for the teacher safety award which SS is currently in the process of trying to organise). SS to look at arranging this to take place before the end of the year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 25.59%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £5,948.25	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"> - Student's access professionally taught dance sessions in a specialist studio. - Qualified Tennis coach delivering training and lessons to encourage racquet and ball sports. - Qualified football coach delivering sessions to KS1/2 as part of PD and lunch time activities. 		<ul style="list-style-type: none"> - Staff have shared that they feel more confident teaching some aspects of dance having worked alongside the professional coaches. - Students within the Otters group are fully accessing the PD curriculum and are participating as a group. They are also accessing weekly Leap into life sessions as part of PD to continue developing core skills. - All students have accessed coaching by a professional football coach for half a term as part of the PD curriculum. The coach has also led lunch time clubs, taken students to local football tournaments and fundraised for new kits for students to wear to matches. 	<ul style="list-style-type: none"> - It was not possible to organise sessions with a tennis coach this year so look into booking early to ensure we have sessions for next academic year. <p>Next steps from the football coach; "With regard to the future development of football within PD, I will be focusing on working more towards the team elements of them working together and arranging some matches with other local schools, following on from our wonderful experience at our first tournament in Exeter in February. I will also be looking to move on with regard to skills actually with the ball. I have been impressed with the potential that I have seen across the groups this year and look forward to developing that potential with great excitement."</p>

<ul style="list-style-type: none"> - Audit student thoughts towards sporting opportunities available through the new playground zoning model. Explore how we can make it more inclusive for different genders, primary needs, age. - 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. 	<ul style="list-style-type: none"> - All classes to complete feedback questionnaires provided with their classes and give to school council reps to share at the first summer term meeting in May. - Provide students opportunities to experience outdoor and adventurous sports experiences through trips, visits and residential. - Alternative PD curriculum in place for Otters – split sessions of Leap into Life and Core PE curriculum. - Forest school used in PD as an alternative for students where appropriate. 		<ul style="list-style-type: none"> - Staff have shared feedback at teachers meeting (07/05/19) and classes have completed their questionnaires with students. Some quotes from students and staff can be found attached to the end of the report. - Outdoor provision offers an alternative option for our students to refine gross/ fine 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 	<ul style="list-style-type: none"> - Continue reviewing student's thoughts and ideas over the next 12 months to help build a rolling programme of activity zones. . - Focussed session in teachers meeting on outdoor learning (07/05/19). JH to work in collaboration with the PD/forest school team to continue developing opportunities for physical activity and outdoor learning across the curriculum.
--	---	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £494.40	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. - Competitive sporting events held termly within school. - Students to take part in local football events led by the professional coach. 	<ul style="list-style-type: none"> - LS to look at taking a group to GoldCoast Oceanfest Schools Day in the summer term. - SS and GN to take a group to a local football tournament. - SS to arrange to a group to represent Lampard at the North Devon Ability Games. - SS to arrange termly competitive games within school. - Annual dodgeball tournament to be arranged for summer term. 		<ul style="list-style-type: none"> - Please see student quotes below about their experience attending offsite games and tournaments. - SS has successfully organised two in house tournaments which were well received by students and saw a strong participation rate. - Students attended the football tournament in exert for the first time and this was a big success. 	<ul style="list-style-type: none"> - Look to expand the number of locally organised events we take students to participate in.

97.6 % of total budget spent
2.4% underspend of £557.66 to carry over

Student views of some of the impact made through sports premium budget this year:

Playground Zoning:

“More to do”

“More friends to play with”

“I have fun”

“I can go anywhere I like”

“I mix with other kids”

“I am not bored”

“It is a bigger space”

Otters play equipment:

“I like climbing up and sliding down, it’s awesome!”

“I like taking turns on the slide with my friends”.

“It’s brilliant, it’s really fun. It makes me happy.”

“I like the soft grass”.

“I like playing castle games and hiding in the new play area”.

“I like taking turns, it is a safe place”.

“I think it is cool and fun, It makes me happy”.

Staff views of some of the impact made through sports premium budget this year:

Playground Zoning:

“Massive success”

Otters play equipment:

“It brings the children together, taking turns and joining in games, it gives them more freedom”.

“It is lovely to see the children enjoying it and making use of the space”.

“It is a lovely area for the children to play in, a safe and soft environment where they can all play together”.

Attending out of school competitions:

Ability games:

“It was fun and they liked the spinning plates, tennis and the fencing.”

“Students really enjoyed the ability games and gave a chance to experience a range of new and old activities and inspire new areas of interest. Some activities (fencing) were also available at residential so helped prepare for that.”

Football tournament;

“Students enjoyed it but they had to leave early so a longer time would be better.”

Being taught by professional dancers:

“For our autistic learners it gave opportunity for them to integrate into a larger group and experience being taught by someone different”.

“The students enjoyed it and was well structured.”