



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



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SPORT
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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>iPads have been purchased and GK has attended Aspire2B course. Initial steps have been taken to teaching the students how to gather evidence of themselves and peers in PE lessons.</p> <p>3 members of staff were identified and signed up for the Train the Trainers Rebound Therapy course held on-site on 19th – 20th September 2017.</p>	<p>Our new proposed project for this year is ‘Forest Schools.’ The need for young disabled primary children to get into the outside environment is good for all round physical and mental health and well-being. Through talking to parents we know that this is a challenge for them as the natural outdoor environment is often not easily accessible to the same extent for children with mobility problems.</p> <p>We also want to introduce a differentiated mile a day for all primary students and the whole school to promote daily physical activity.</p>

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?	0%
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?	0%
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?	Not Applicable
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
Lonsdale School follow “Making Waves”, an in-house and in collaboration with ASA and SWIM ENGLAND developed swimming curriculum, which allows physically and otherwise disabled pupils to progress through differentiated and individualised swimming pathways.	97.2% of all swimmers met their “Making Waves” targets in 2016-2017.

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: £16,000	Date Updated: November 2017		
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: 6.25 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>"A-Mile-A-Day" is a physical challenge, which we will set each pupil by the end of this half term. We hope to use "A-Mile-A-Day" to encourage all students to be physically active every day and complete a "mile" every day or on as many days as possible. This may be pushing themselves around the school or the school grounds using the new colorful tracks, walking in a walker, using sports wheelchairs or their own chairs or walking or jogging.</p>	<p>Signage around the school environment (indoor/outdoor)</p> <p>All pupils will complete their individual "mile" on a daily (or near daily) basis.</p> <p>Creating a record and achievement booklet (passport) for each pupil</p>	<p>£1000</p>	<p>Activity levels raised.</p> <p>Daily physical activity for every pupil.</p> <p>Passports being used to record and reward.</p>	<p>Link to iPad use</p> <p>Link to Forest School outdoor activities and learning</p>

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: See Key Indicators 1, 3 and 4.
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Being able to teach the curriculum through a cross-curricular approach. Learning and being active outdoors. Regular physical activity leads to improved mental health and well-being.	Equipment to be purchased – see below. Introduction of Forest School programme Introduction of a differentiated Mile-A-Day	See Key Indicators 1, 3 and 4.	Children outside more frequently Children able to transfer skills. Physical daily activities, increased fitness level, increased physical health and increased mental health and well-being	Initiatives rolled out into secondary and Upper School/P16.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 6.25 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Lead practitioner will be training and working alongside the primary department to upskill/train them in the Forest School approach/scheme of work.	Sheena to attend training course.	£1000	Primary students will access the outdoor environment for cross-curricular studies having a more sensory and kinesthetic learning experience.	Outdoor learning widened for pupils of all ages across the school.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				71.88 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Wider range of outdoor activities offered to students through 'Forest schools' project.	Purchase of equipment including all terrain wheelchairs, waterproof clothing, mats, storage, ramps.	£11,500	Students being given new opportunities and pathways to extra-curricular activities, which parents also could facilitate.	Extra-curricular clubs in school. Developed links with local providers.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15.62 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sailing /Dragon boat racing for Lonsdale primary students. To take part in the annual watersports competitions.	Purchase Aquabac seating systems for use in boats to provide support for dependent sitters. Waterproof bean bags.	£2500	Being able to take part in the Stevenage school sailing events for the first time.	Buy own boat! Continue to do sailing in the curriculum.