



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](#).



Dosthill Primary Academy
Part of the Fierté Multi Academy Trust



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: |
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| <p>In addition to the Level 1 intra-school competitions held linked to the curriculum topics explored within each year group, the school has been involved in the following competitions:</p> <p>Cross-country Y3/4 and Y5/6 boys and girls (County competition and beyond); KS2 Area Sports (Tamworth Sports Competition); Y5/6 Cricket (Tamworth Sports Competition); Y3/4 Cricket (Tamworth Sports Competition); Y5/6 Tag Rugby (Tamworth Sports Competition); Y5/6 Tamworth Boys Football (Tamworth Sports Competition); Y5/6 Tamworth Indoor Football (Tamworth Sports Competition); Y5/6 Staffordshire Boys Football (County competition and beyond); Y5/6 Tamworth Girls Football (Tamworth Sports Competition); Y5/6 Aston Villa Football Tournament (County competition and beyond); KS2 Tamworth Swimming Competition; (Tamworth Sports Competition); Tame Valley Co-operative Learning Trust Athletics Competition (Tamworth Sports Competition).</p> <p>A range of extra-curricular clubs have been run at the school, including:</p> <ul style="list-style-type: none"> • Y5/6 Rugby • KS1 Football • Lower KS2 Football • Lower KS2 Football AVFC • Upper KS2 Football • Upper KS2 Team Football • AVFC Girls • AVFC Lower KS2 Boys • AVFC Upper KS2 Boys • AVFC after school • Tri-Golf • Athletics • Street Dance | <ul style="list-style-type: none"> • To develop physical activity opportunities during lunch times with the need for play leaders to benefit future provisions. • To measure impact of PE provisions for all children at Dosthill by introducing a baseline stamina assessment. • To increase confidence, knowledge and skills of all staff in teaching PE and sport through adding capacity to PE lessons from coaches with relevant expertise. • To offer a wider range of extra-curricular sports enabling all pupils to access activities that they wish to undertake whatever their level of skill or ability. • To increase participation in competitive sport so all pupils have the opportunity to experience this. |

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| Club links have been forged or sustained with: | |
| <ul style="list-style-type: none"> • Aston Villa Football Club • Tamworth Athletics Club • Tamworth Cricket Club • Tamworth Rugby Club • Kingsbury Swimming Club • Drayton Manor Golf Club • Class One Dance Academy | |

| 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? | 96% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 98% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 92% |
| 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 |

*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.

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| Academic Year: 2017/18 | | Total fund allocated: £21 220 | | Date Updated: April 2018 | |
| 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: |
| | | | | | 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">Promote quality physical activity opportunities for children on a daily basis. | <ul style="list-style-type: none">Utilise lunch times effectively as an effective time to promote extended opportunities for physical activity.Develop a play leaders team who will undertake activities for their peers in the future. | £3,946 | <ul style="list-style-type: none">Observations by staff.Link to results from baseline measurement programme (see below).Pupil voice across year groups. | <ul style="list-style-type: none">Development of a play leaders team will help sustain activity opportunities for the future.Consider resources available in outdoor areas.Provisions needed for future play leaders (training for new pupils). | |
| 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: |
| | | | | | 7% |
| 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 measure impact of PE/ physical activity provisions with baseline stamina tests.To identify any children for a Gifted and Talented register. Opportunity to also highlight any pupils who are a cause for concern. | <ul style="list-style-type: none">All pupils to be assessed at starts and end of summer term.G&T/ less able children identified by staff. Link to new play leaders initiative. | £1,537 | <ul style="list-style-type: none">Children’s results will indicate the effectiveness of provisions with changes to plans considered for the future.Data gathered for all children which will then be compared to future results. | <ul style="list-style-type: none">Data continues to be gathered from individual PE sessions by teachers.Pupils to continue to be tracked and identified, for example, for competitive events or extra activities. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|--------------------|---|--|
| | | | | 61% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increased learning opportunities through the provision of additional staffing. | Sports Apprentice employed through Aspire working across PE lessons to support teaching and learning. Also employed to increase provision at lunchtimes. | £6, 340. | <ul style="list-style-type: none">Higher ratio of adults to children during PE lessons will result in improved outcomes for pupils.Increased confidence and skills of teachers to deliver PE effectively raising the quality of provision and outcomes. | Teachers taking an increased lead role during PE lessons. |
| | Sports Coach employed through Elite Sports to work alongside teachers during PE lessons. | £6, 600. | | As teacher confidence and skills increase, additional adult support removed; teachers able to lead lessons independently and consistently to at least a good standard of teaching. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 5% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| A wider range of extra-curricular sports to be offered to enable all pupils to access activities that they wish to undertake whatever their level of skill or ability. | <p>Following completion of baseline stamina test, learner conferencing to be undertaken with those pupils whose outcomes are a cause for concern. Discussion to include activities pupils would like to undertake.</p> <p>Activities to be sourced from external providers and implemented from the Autumn Term 2018.</p> | £1, 077. | <ul style="list-style-type: none">Increased percentage of pupils taking part in extra-curricular activities.Wider range of sports and activities in place which pupils have identified as ones they want to undertake.Pupils whose stamina has been identified as the greatest cause for concern, all taking part in extra-curricular activities.Improved stamina between baseline and follow-up tests for pupils overall and those identified as a cause for concern. | <p>Parental contributions for activities (gradually increased).</p> <p>External funding to be sourced e.g. through School Fund activities and requests to the F2DS (PTA).</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--|---|---|
| | | | | 8% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Continue involvement in competitive sports; take advantage of further opportunities that become available (e.g. for children with additional needs) and widen participation of pupils. | Respond to opportunities through Tamworth Sports Council. | £1, 000. (Entry costs and transport). | Monitor which pupils are involved in competitions and take action to widen participation. | Identify a member of staff to take the lead on PE and School Sport; arrange for staff member to undertake a Level 5 course on leadership of PE in a school setting. Ensure s/he has non-contact time as required to administer involvement in events supported by administrative staff. |
| Remodel annual sports days to maximise competition and active involvement of all pupils. Ensure there are rewards for individual performance as well as contributions to team achievements. | Work with Elite Sports to remodel sports days. | £720. | Seek feedback from stakeholders following sports days. Use to design events for the next academic year. | Engage further staff in attending events removing the need to use external providers to support this. Use refined model for Sports' Days in following years removing the need for an external provider to organize/support. |