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Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

**Commissioned by
Department for Education**

Created by



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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 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](#).





Eastbury Community School

Wilmington Road entrance | Barking | Essex | IG11 9UW

Telephone: 020 8507 4612 | **Fax:** 020 8507 4501 | **Web:** www.eastburyschool.co.uk

Primary School

Head of Primary: Ms. Wendy Jenkins

fsa@eastbury.bardaglea.org.uk

Tel: 020 8507 4612

Primary PE coordinator: Ms. Hema Patel

HPA@eastbury.bardaglea.org.uk

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:
<ul style="list-style-type: none"> • Weekly Multi-skills club, Yoga club, Gymnastic club and Dance club • TEnergy within the classroom • Participation in National Sports Day in September 2017 • Participation in Sport Relief 2018, in conjunction with secondary school • CPD and team teaching with Bobbi Gargrave since September 2017 • New resources purchased for Gymnastics and PE activities • Super PE days fortnightly since September 2017 with Bobbi Gargrave 	<ul style="list-style-type: none"> • Continued staff CPD and attendance on PE courses • New club offered to pupils, clubs to target new children • Continued purchase of resources and audit of existing resources • Continued support from Bobbi Gargrave in new academic year 2018-19 • Review of PE planning • Continued updating of staff on PE curriculum and courses • Employ outside PE providers to manage clubs • Purchase other PE Scheme of Work • Use remaining 38% PE budget on retaining Bobbi Gargrave’s services; purchase additional resources and equipment for KS2; funding for additional staff for Dance and Gymnastic sessions

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: £ 17200		Date Updated: 28.03.18	
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: 3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>TEnergy introduced to all staff to encourage energizing breaks to children and children throughout the day and particularly during bad weather.</p> <p>Introduce two Play leaders at lunchtime to promote physical activities and games at lunchtime. Thus promoting wellbeing and the school's Value Education through physical activities</p>	<p>More training for new staff/TAs to promote TEnergy at indoor lunchtimes</p> <p>Provide further play leader staff at lunchtimes and purchase playground activities</p>	<p>£120 (play resources)</p> <p>£400</p>	<p>90% of children are doing TEnergy regularly</p> <p>100% of children have regular access to playground equipment at lunchtimes</p> <p>WIDER IMPACT AS A RESULT OF ABOVE Pupils are more active in PE lessons - take part without stopping to rest. Standards achieved in PE NC are improving Attitudes to learning improved - better concentration in lessons.</p>	<p>Aim to get all children including Nursery to do daily TEnergy and incorporated into all classes' timetable</p> <p>Availability of playground equipment at playtimes</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:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Fortnightly Celebration assembly on Super PE days to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. Additional activities such as National Fitness Day 23/09/2017 and Sports Relief 23.03.18 to promote PE and Sport in a fun way.</p> <p>Display boards in main entrance and hall to raise the profile of PE and Sport for all visitors and parents.</p>	<p>Achievements celebrated in assembly (notable achievements in lessons and results of Virtual Multi skills Competition-Spring 2018).</p> <p>Different classes to do dance/gymnastics displays to other classes</p> <p>Whole school TEnergy during assembly time.</p>		<p>All pupils have taken part in assembly. Classes have shared good work with each other. Whole school has participated in National Fitness Day and Sports Relief Day.</p> <p>The notice boards are full of information and photographs about clubs and pupils clearly enjoy the displays.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>Pupils are very proud to be involved in assembles/photos on display boards etc. which is impacting on confidence and self-esteem.</p> <p>There are over 41 extra pupils attending clubs in the community which is complimenting activities in school and in the curriculum.</p> <p>Increased self-esteem/confidence are having an impact on learning across the curriculum.</p>	<p>The SLT has seen the benefits of the raised profile and is committed to promoting Primary PE</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improved quality of children's physical education in Key Stage 1 to ensure they are competent and confident</p> <p>Improved role modelling of healthy active lifestyle behaviours by all school staff to reach all children.</p>	<p>Whole staff professional learning to include teachers and teaching assistants professional development sessions with B Gargrave.</p> <ul style="list-style-type: none"> - PE subject leader to provide updates throughout the year in staff meetings. - PE subject leader to plan and undertake a series of lesson observations - PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. - PE subject leader and Key Stage One teachers to discuss positive outcomes and what areas there are for development. - Professional development in subject leadership for PE subject leader. - Focus on supporting 1 TA in growing their confidence to work with groups of learners within PE lessons and to lead extra-curricular club(Dance) with a targeted group and a specific focus, alongside B Gargrave. 	<p>£5000(BG costs)</p> <p>£450 supply cover</p> <p>£224(supply cover and t-shirt costs)</p>	<p>Whole staff attended professional development days which resulted in increased confidence and improved teaching and learning (see lesson observation notes).</p> <ul style="list-style-type: none"> - The focus of lessons are now child centred and as a result pupils are engaged and are keen to learn and improve. - As a result pupils made good or better progress both in lessons and over time (see teachers' planning and records). - Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they really enjoyed PE. - All TAs fully engaged in PE lessons working with targeted groups of pupils to ensure appropriate challenge - TA has introduced a new extra-curricular Dance club, alongside B Gargrave to encourage pupils who don't normally take part. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>Skills, knowledge and understanding of pupils are increased</p> <p>Pupils really enjoy PE and Sport, are very keen to take part, demonstrate a real desire to learn and improve and PE clubs are oversubscribed.</p>	<p>PE subject Leader to support new staff in school with planning for delivery of physical education.</p> <ul style="list-style-type: none"> - Arrange team teaching opportunities and supportive lesson observations in summer term, in order to develop the quality of teaching, learning and assessment. - PE subject Leader to identify any staff who need further support and to provide appropriate professional learning. - Further professional learning opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning. - PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils by PE audit/questionnaires. - PE Subject leader networks with colleagues at other schools to encourage ongoing sharing of good practice across schools. - On-going buddy support between TAs and teachers input to nurture and embed learning.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. The school offers a Multi skills Club each term that is run in conjunction with the secondary school and their sports leaders. The Yoga club has focused particularly on selecting those pupils who do not take up additional PE and Sport opportunities.	Undertake any CPD which is offered through the sports partnership with secondary, Barking Dagenham SSP Primary PE, L.B.B.D and K.D.A with an aim to get more staff up-skilled and involved. Arrange a pupil survey to ascertain what clubs pupils would like on offer at ESCP	£4100 (resources) £50(cost of courses)	More staff involved in extra-curricular activities and all teachers feel more confident teaching new activities. 4 new clubs (Multi skills, Yoga, Dance, and Gymnastics) now running with an uptake of 76 pupils (40 of which have never attended a club before). WIDER IMPACT AS A RESULT OF ABOVE Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good. 95% of pupils say they enjoy PE and Sport and want to get involved in more activities.	Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion. The school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen.
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:
To introduce additional competitive sports like Virtual Multi Skills+ Competition 2017-18 and participation in Borough activities like Keep Dance Alive WW1 Dance project in order to engage more pupils.	Arrange friendly competition inter school using Barking Dagenham SSP Primary PE. Participate in an inter school Dance Project that celebrates the anniversary of WW1 through dance	£104(cost of workshop t-shirts) £240 (supply cover for TA to attend 2	Improved standards in invasion games in curriculum time More girls keen to take part with a noticeable difference in attitudes to PE and sport. All staff have commented on the better integration of pupils from all backgrounds	Staff to participate in next academic years Virtual Multi skills competition and improve their scores. Also enlist support from sport leaders in secondary to support children during practice session and competition day. Increased involvement in

		workshops in May 2018)	and parents also showing more interest in PE and sports.	competitive sporting activities with Y3 children
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