



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised December 2017

Commissioned by  
Department for Education

Created by



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Victoria Education Centre endorses the DfE guidance that 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.



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?

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? 1 pupil	% 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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

**Please note: We found that the standard ASA and STA swimming awards were not sufficiently flexible to allow our students to progress through the scheme and did not reflect the significant progress that they were making during their swimming lessons. To this end we have created our own 'Jellyfish' scheme with 5 levels that show progression in the main swimming skills even when the student is severely restricted by their disability.**

## 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: £	Date Updated:		
<b>Key indicator 1:</b> 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				
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>1a. Ensure students continue to have opportunities to be physically active each day through an exciting wake and shake programme.</b>	<i>Half an hour a day of exercise.</i> <i>Students and staff are to be involved in the daily Welcome /Wake and Shake programme: Walking/ Riding or taking part in the Wake and Shake programme which will be offered 5 days a week.</i>  <i>SH got a quote from Sports Hall Markings and will be marked out once canopy has been completed alongside new tarmac – this will be done in Oct 2018</i>	Funding to develop an established route around school for students to walk or cycle around - £600 – <u>postponed to next year due to getting contractors in.</u>	Evidence of pupils participating – videos, photos, comments. Found at: \\victoria\dfs\Staff\Education\PE Department\2018 PE  Wake and Shake is timetabled for 9-9.30 in the Daily Welcome.  Link with PSHE curriculum.	Wake and Shake is implemented into the school timetable regularly.  Following a successful wake and shake programme it is important to expand on this with a daily opportunity for healthy exercise. SH to research suitable websites and apps that can complement class activities with physical activity <b>(3b. Use of technology in PE)</b>  <i>SH to set up a class leader board for the class that completes the most physical activity – being launched in 2018-2019 academic year.</i>

	<p><i>Promote healthy activity throughout the school programme. Work with the Health and well-being coordinator to provide relevant opportunities during this time to think about health and well-being. SH has met with Stuart Robertson (H&amp;W Coordinator) about the possibility of attending Yoga Training.</i></p> <p>Opportunities to celebrate success in school assemblies.</p>	<p><i>Staff training – £970 for Yoga for PMLD and CP 2 day course for SH and JE</i></p>	<p>Develop a regular reward system to encourage students to be fully involved and motivated. Pupils are rewarded in weekly school assemblies with PE pupil of the week.</p>	<p><i>SH and JE to attend Yoga Training Courses and set up some staff training with members that are 'Mindfulness Champions' to deliver back to whole of the school.</i></p> <p>Explore the possibility of pupils having fit-bits or an alternative monitoring device (GPS tracking or an app) to record how many minutes they are physically active. Possibility of class competitions (<b>Key Indicator 5 – increased competition</b>)</p> <p>Set-up an established route for staff and students to access.</p> <p>Staff training to develop exciting opportunities during the wake and shake programme to enable it to develop.</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>2a. Sports Week Events to provide exciting opportunities for pupils to participate in sport.</b>	<p>Raise profile of PE across the school through varied events, opportunities and competition to allow students to have new experiences.</p> <p>Research different events/ sports and opportunities. Think about links with the curriculum.</p> <p><i>Exmoor Zoo booked for a sensory learning experience through outdoor pursuits.</i></p>	<p>FVOC Funding of £1000 for coaches so no cost to premium.</p> <p><i>£240.00 paid</i></p>	<p>Evidence of pupils participating – videos, photos, comments. Found at: \\victoria\dfs\Staff\Education\PE Department\2018 PE</p> <p>Visits from coaches and other companies to provide new stimulating opportunities.</p> <p><i>Pupils and staff questionnaires. Photos and videos of children participating.</i></p>	<p>Create links with Coaches, companies and new experiences. Here opportunities to create school club links and provide exit routes for pupils out of school.</p> <p>Brief SLT/Governors about work achieved within the Sports Premium. Set up a meeting in the summer term.</p> <p><i>Gives students the sensory experience in outdoors physical activity and introduces them to the physical world outdoors where they hopefully will have future opportunities to explore this with their families.</i></p>
<b>2b. Regular sporting updates via newsletters, radio websites and social media.</b>	<p>To develop a Sports News Section on the school website.</p> <p>To report sporting success on the school Facebook Page.</p> <p>To advertise club links and opportunities for our students out of school via parent mail, website and social media.</p> <p>To develop a Sports Radio Show.</p> <p>To continue with termly whole</p>	<p>No cost</p>	<p>Regular updates to highlight the success of our students and their achievements to be celebrated.</p> <p>Photos found at:  \\victoria\dfs\Staff\Education\PE Department\2018 PE</p> <p><i>23/2/2018 – SH met with TR to discuss the possibility to set up a Sports Report on the Radio Station.</i></p>	<p>SH to meet with Head of Media to discuss opportunities for more ICT in PE and regular updates for the school website and social media platforms.</p> <p><i>SH to liaise with classes and home to confirm winners of awards to enable more parents to attend.</i></p>



	<p>school sports assemblies to celebrate the sporting success of our students.</p>		<p><i>1/3/2018 – TR and SH met to enable TR to play the radio jingle and plan the shows content.</i></p> <p><i>2<sup>nd</sup> Half of Spring Term – set up a Sports News Section on the school website where sporting news will be regularly uploaded.</i></p> <p><i>22/3/18 – Sports Assembly – BM provided a video of the sports success this term. Awards were handed out to students and parents were invited.</i></p> <p><a href="https://www.victoria.poole.sch.uk/category/sport/">https://www.victoria.poole.sch.uk/category/sport/</a></p> <p><i>Sports Events uploaded to Facebook Page in Spring Term</i></p> <p><i>Sports News is reported in VEC Life Termly Magazine</i></p> <p><i>Regular tweets via new school twitter account.</i></p>	
<p><b>2c. New Opportunities Day</b></p>	<p>Raise the profile of PE and Sport at our school through inviting pupils from other schools to visit and participate in a number of inclusive sports.</p> <p>Book Val Ford to organise event on Thursday 17 May 2018.</p> <p>SH to create links with fellow schools to invite over for sports</p>	<p><i>£525 paid</i></p>	<p><i>SH booked Rob Newton from Dorset Cricket for Sports Day.</i></p> <p><i>SH created links with Carter Community, St Luke's, St Josephs and Jewell Academy to explore the possibility of sports fixtures for our students.</i></p>	<p>Book a fixture and continue to have these links in the future.</p> <p>Allows the local community to experience the sports we provide. – <i>Boccia Community Club provided from our staff every Thursday</i></p>

	<p>events.</p> <p>SH to create links with sports coaches that attended to allow for extra opportunities for our students at our school.</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>3a. To continue to develop the quality of sensory PE through further training with the Physio team.</b></p>	<p>Staff trained in Special Olympics MATP physical opportunities.</p> <p>Additional consumable resources for sensory PE – sensory story equipment.</p> <p>Visiting specialists invited to work with staff and students.</p> <p>Physiotherapy and PE team</p>	<p>£1560 paid for sensory equipment.</p>	<p>Evidence of pupils participating – videos, photos, comments. Found at: \\victoria\dfs\Staff\Education\PE Department\2018 PE</p> <p>Staff training in Special Olympics Motor Activity Training Programme. <i>8 staff attended this training day on 24<sup>th</sup> January 2018 – led by Rob Belbin.</i></p> <ul style="list-style-type: none"> <li>• S. Higgins</li> <li>• N. Bennett</li> <li>• E. Milne</li> <li>• B. Ellicott</li> <li>• L. Schuster-Bruce</li> <li>• K. Westerby</li> <li>• T. Davis</li> <li>• K. Feast</li> </ul> <p>Canvas staff voice – ask how they feel about the training and how plan to use it in their day-to-day.</p> <p>N. Bennett has developed stories that have been used in PE Lessons.</p> <p>Additional resources available to create effective environment (switches etc.)</p>	<p>A MATP Scheme to be developed and implemented into the PE Curriculum for the summer term and beyond.</p> <p>SH and NB to develop taster sessions in PE where pupils have opportunities to experience some of the ideas from the course</p> <p>SH To meet with class teams, physios and OT's to discuss suitable activities. <i>28/2/2018 – SH met with OT's to discuss implementing Sensory Circuits within PE Lessons.</i></p> <p>Re-visit staff at the end of the academic year to see what impact the MATP had on individuals; and looking ahead, what their next steps will be for 2018-19.</p> <p>Opportunity for staff to have further training and input into developing high quality MSI lessons.</p>

	<p>continue to work together to deliver shared outcomes.</p> <p>Moderation of activity and achievements/progress by linking with similar schools and cohorts.</p>		<p>Additional time provided to allow for OSHL to take place (using rebound therapy and movement to music).</p>	<p>Time to work with the Physio team to plan physical movement needs and develop assessment opportunities.</p>
<b>3b. Use of technology in PE</b>	<p>Research different apps and resources available to assist with PE lessons. Training required on the omnivista.</p> <p><i>July 2018 Purchase new sound system (as per discussions with music team) to transform the sensory experience of students as well as improve the quality of warm ups, cool downs and lessons.</i></p>	<p><i>£250 paid for new sound system.</i></p>	<p>Increased use of ICT in lessons and evidence of pupils participating.</p> <p><i>26/2/2018 – SH met with Media Team - JG and BM to discuss the Sports Relief Step App to be used for children in Sports Relief Mile.</i></p> <p><i>8/3/18 – JG researched the Pedometer App and placed on ipads for Sports Relief – all ipads were uploaded with the app and used during Sports Relief.</i></p> <p><i>21/3/18 – Sports Relief - some classes used the Pedometer App to calculate the steps used.</i></p> <p><i>29/3/18 – Sports Relief commented in VEC Life Magazine and most steps reported.</i></p>	<p>Time to look for resources and visit other establishments to develop good practice.</p> <p>Develop ways in which classes can track their steps/distance covered in their daily life.</p> <p><i>26/2/2018 – SH met with Media Team - JG and BM to discuss the Sports Relief Step App to be used for children in Sports Relief Mile.</i></p>
<b>3c. Liquid Vibrations Musical Hydrotherapy Staff Training and Installation</b>	<p>Book a course to enable our staff to be trained in the Liquid Vibrations to facilitate this into our swimming programme.</p> <p>Book the course to run at the start of the 2018/19 academic year.</p>	<p><i>£8040 paid for course</i></p> <p><i>£440 for swimming equipment to assist</i></p>	<p>To provide people with special needs with the means to experience a space for deep relaxation and introspection and a break from the need to respond to stimuli and gravity.</p> <p>Staff survey on the impact of the</p>	<p><i>March 2018 – SH has met with Head of swimming and Head of music to discuss ways into implementing this scheme and the best way to develop it and identified as the training should be at the start of the academic year to allow for</i></p>

	Special Equipment needed to enable the course to run		<p>course 1 term after it has been implemented.</p> <p>Student survey on the impact of the course 1 term after it has been implemented.</p> <p>Invite parents into watch the new scheme in action and obtain their feedback.</p>	<p><i>maximum impact to utilise staff training.</i></p> <p>Training booked for the first week of September 2018 to implement the scheme into the school curriculum from Sept 2018 onwards where the students shall have new opportunities to have an innovative way of engaging our pupils to enjoy music, sounds and movement in a more unique way.</p> <p><i>Oct 2018 Staff survey to assess the training and the early impact of the new innovation</i></p>
<b>3d. Teaching Disabled Football FA Course</b>	<p>Book a course to enable our staff to develop their understanding in teaching disabled football.</p> <p><i>SH booked a course at Blandford School on two evenings (May 17<sup>th</sup> and 24<sup>th</sup>)</i></p> <p><i>SH booked for 2 other staff – Jason Ganner and Sean Mogg.</i></p>	<i>£90 paid</i>	<p>Acquire staff feedback from the course.</p> <p>Introduce football to school curriculum (either modules or part of circuits).</p> <p>Set up a school football club.</p> <p><i>June 2018 – football skills have been implemented in PE Lessons as part of circuits for KW and JW. Football is also used in MATP Sessions.</i></p>	<p>Set up a an after school football club.</p> <p>Set up a lunchtime club.</p> <p><i>June 2018 – SH met with MC to discuss possible football club – look to start in Sept 2018 on a Monday Eve.</i></p> <p><i>May 2018 - SH met with Head of Therapies to discuss the possibility to encourage more physical movement combined with football.</i></p> <p><i>Sept 2018 – new Friday Football Club started at</i></p>

				<i>lunchtime.</i>
<b>3d. Teaching Disabled Fencing Course</b>	SH to book an afternoon twilight session with the fencing coach to enable PE Staff to deliver Fencing. This will also include cost of equipment.	<p><i>£600 approx.</i></p> <p><i>Fencing coach to book available time for 2018.</i></p> <p><i>Postponed until 2019</i></p>	<i>To allow more physical and sensory learning to staff to enable students to have another stimulus to learning.</i>	Staff qualified will be able to deliver fencing skills to students through curriculum and extra-curricular clubs.
<b>3e – Orienteering – please see 4b</b> <b>Introduce a new mapped orienteering course.</b>				



<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>4a. Development of the Soft Play Area</b>	<p>Look into refurbishment of the soft play area to include lights, sound, swing and sensory equipment.</p> <p>Time to look for resources and visit other establishments to see what works well.</p>	<p>Potential costs - £8000 – <b>this has been paid by a sponsor where the soft play area has been refurbished therefore £0</b></p>	<p>Evidence of pupils participating – videos, photos, comments.</p> <p>Found at: \\victoria\dfs\Staff\Education\PE Department\2018 PE</p> <p>Soft Play is used regularly in PE and out of PE Lessons.</p>	<p>Research different events/ sports and opportunities. Think about links with the curriculum</p> <p>Research with the support of the OT team suitable resources for the soft play area.</p> <p>Look into refurbishment of the soft play area to include lights, sound, swing and sensory equipment.</p>
<b>4b –Introduce a new mapped orienteering course.</b>	<p>Research how to introduce orienteering into our school.</p> <p><i>March 2018 – SH emailed Jason Falconer from Wessex Orienteering to come and visit our school for a meeting.</i></p> <p><i>April 2018 – school mapped with controls</i></p>	<p><i>£275 paid</i></p>	<p>Evidence of pupils participating – videos, photos, comments.</p>	<p>Devise an orienteering scheme of work for 2018/19.</p> <p>Introduce orienteering into 2018 Sports Week as an activity.</p> <p>Look into possibility of have orienteering fixtures against other schools – possibly introduce it as part of the Inclusion League.</p>

				Jason Falconer is keen to host some school orienteering events here in 2018-19 academic year
4c – Liquid Vibrations Course – please see 3c. Liquid Vibrations Musical Hydrotherapy Staff Training and Installation				
4d. Teaching Disabled Football FA Course – please see 3d Teaching Disabled Football Course				
4e. New inclusive sports equipment	<p>Purchase new inclusive sports equipment to allow pupils the opportunity to play Boccia through specially modified equipment that will enable maximum participation.</p> <p>Purchase new inclusive sports equipment to allow pupils the opportunity to play Table Cricket / Poly Bat through specially modified equipment that will enable maximum participation.</p>	<p>£2205</p> <p>£825</p>	<p>Photos of participation</p> <p>Website and social media articles</p> <p>All classes invited to take part in National Boccia Day Events.</p>	<p>More students will be able to use the ramp and head pointer to play Boccia, especially those unable to throw the ball.</p> <p>Opportunities to use the ramp and head pointer in other PE lessons thus ensuring maximum participation.</p> <p>Opportunities to use the new equipment to represent the school in competitions at school, regional and national level.</p> <p>Set Up National Boccia Day Events to enable more students participating in Boccia. – <i>Happening 27/9/2018</i></p> <p>Use equipment at Boccia Club</p>

				<p>after school and at lunch.</p> <p><i>Special Boccia Club after school every Thursday followed by Boccia Community Club provided from our staff every Thursday</i></p> <p><i>Table Cricket Club after school on a Friday.</i></p> <p><i>Multi Sports Club at lunch on Thursday that has table top sports.</i></p>
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**Key indicator 5: Increased participation in competitive sport**

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>5a. Improve the opportunities for students to access level one /two school games</b></p>	<p>Use established clubs to allow for individual ladder style competitions.</p> <p>Use established achievement assemblies to award termly awards.</p> <p>Ensure competitions cater for every student not just the most able.</p> <p>Sports Leaders from upper school used to umpire and organise games.</p>	<p>Petrol costs £300 approx. to events</p>	<p>Evidence of pupils participating – videos, photos, comments. Found at: \\victoria\dfs\Staff\Education\PE Department\2018 PE</p> <p>Students take part regularly in sports clubs at lunch and after school.</p> <p>Awards are announced in weekly assemblies for PE Student of the week and displayed on the school awards board at the front of the school.</p>	<p>Work on the successes of last year to continue to develop fixtures with main stream and special school networks: Table Cricket, Boccia, Polybat, Powerchair Football and MATP PMLD.</p> <p>SH to explore the possibility to set up virtual competitions with classes and other schools.</p> <p>SH to research a class sporting challenge that can be used during class time throughout</p>

	Promote the competitions in school and fixtures outside of school.		<p>Special PE Assembly is conducted once a term where there are special awards handed out and achievements celebrated.</p> <p>1.5 hours per week physical activity assistant (PAA) time allows for administration and organisation.</p> <p>Trophies for each sport (Boccia, Table Cricket, Polybat, MATP physical).</p> <p>Created contacts with local schools to encourage local competition. Here there has been an inclusion league set up in partnership with AFC Bournemouth and Bournemouth University, where we take part in regular fixtures.</p> <p>Transport to and from different venues have provided successful opportunities for our pupils.</p>	<p>the day. This can be used as a class competition as results are calculated.</p> <p>SH to look at setting up new opportunities (for example the MATP and Special Olympics). Here there can be a club that is run alongside this to compliment the activity.</p>
5b – purchase new Boccia Equipment to enable more participation – please see 4e – New Boccia Equipment.				



5c – Orienteering – please see 4b Introduce a new mapped orienteering course.				
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