

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA 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.

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 **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
Participation in Barnet and Maccabi Tournaments CSE coaching Before and after school clubs – good participation	Improving subject knowledge and training for Staff to confidently teach PE. Improve fitness of children across the school. Focus on wellbeing

Meeting national curriculum requirements for swimming and water safety.	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	93% 51/55
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93% 51/55
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	51/55 = 93%
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

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 pupils today and for the future.

Academic Year: 2018/19		Total fund allocated: £	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	10%
To improve the fitness and health of all pupils.	<p>Relaunch of Fitter Futures including their new Wellbeing Health Program as well as their original Fitter Futures.</p> <p>Wider range of tournaments/virtual challenges not just Netball/Football. To encourage all children to try out not just the 'most sporty'.</p> <p>Create a sports council to lead virtual challenges, daily playground activities and yearly events</p>		<p>Bike ability Year 5 Bike ability is a cycle training programme that teaches children practical skills and gives them the understanding and expertise they need to ride their bikes on the road.</p> <p>School Travel Plan – the school promotes sustainable modes of transport for children to travel to/from school. To encourage children to walk/scoot to school rather than driving.</p>	<p>Ensuring regular monitoring is taking place.</p> <p>Equipment is accessible.</p> <p>Comparison of results from previous years.</p> <p>*New Playground equipment to be ordered – look into 'Gym' stations for new playground area.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	5%

<p>Sporting Successes to be given out by Headteacher in Celebration Assemblies.</p> <p>Extra lunch time clubs on offer. Run by CSE and help from Sports Leaders.</p>	<p>To acknowledge children's PE achievements whether in/out of school sporting events.</p> <p>Virtual Challenges and Lunchtime sports challenges across all Key Stages.</p> <p>Pupils to have a voice and help think of creative ways to raise the profile of PE across the school.</p>		<p>Sporting Success Winners are mentioned in the School Newspaper.</p>	<p>*Think about building a Sports Council for pupil's voice.</p> <p>Sports Leaders to be reintroduced for both Infants and Juniors</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	70%
To develop the PE curriculum to ensure children build upon prior skills and to ensure a broader curriculum across all key stages.	Build a curriculum map for PE to show sequence of lessons in dance, gymnastics, athletics, net wall games, ball skills etc across all key stages.		Teachers will feel more confident to lead PE sessions independently.	*New Subject leader to look at progression of skills and knowledge for Nursery to Year 6 Assessment framework to be written
	To develop staff subject knowledge to ensure they use correct terminology and are aware of the end point of their Key Stage objectives.			
	New Subject Lead to attend BPSI training courses and to meet with local subject leads to ensure CPD for staff is up to date.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	10%
Extra lunch time clubs on offer by CSE coach.	Send out pupil survey – what additional sports would they like to participate in –		Review of pupil survey results.	Continue with offering a variety of sports – look into boxing club as an before school club for juniors.
Virtual challenges from BSSP and sports lunchtime competitions/interhouse events.	Termly audit of PE resources to ensure PE shed is well stocked and resources are there to support and extend PE lessons and whether new stock needs to be ordered.		Additional clubs put on at lunchtimes in result of pupil survey.	
Audit of PE resources.				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	5%
<p>Introduce regular intra school sports competitions in year groups to allow for increased opportunities for all children to participate in competitive sport</p> <p>BPSS competitions ensuring participation in the full variety of competitive events.</p> <p>To attend the Maccabi & Barnet Sports Tournament with a greater focus on girls' competitive sport.</p>	<p>Arrange friendly competition - inter/intra school. Contact local schools Subject Leads.</p> <p>More girls chosen for sporting tournaments.</p> <p>Make the after school girls club accessible for year 4-6 instead of just year 5-6.</p> <p>More girls chosen for sporting tournaments.</p>		<p>All children getting the opportunity to participate in competitive sport.</p> <p>Keep a register of who has attended tournaments.</p> <p>Increased participation of girls doing sport/ exercise.</p> <p>Improved quality of children's physical education in Key Stage 1 & 2 to ensure they are competent and confident.</p>	<p>Continue to participate in competitive sports – look into new sporting kit for football, netball and swimming t-shirts.</p> <p>*Research equipment for curling and other sports.</p>

Signed off by	
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Date:	November 2019
Subject Leader:	Hayley Ordman
Date:	November 2019
Governor:	
Date:	