

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Participation in Barnet and Maccabi tournaments.</p> <p>CSE coaching.</p> <p>Before and after school clubs - good participation.</p>	<p>Further improving staff subject knowledge and confidence when teaching PE through training.</p> <p>To develop children's fitness levels throughout the school - this is particularly necessary after the Covid lockdowns.</p> <p>To have more of a focus on wellbeing and the effect of physical activity on mental health.</p> <p>To develop children's knowledge of how the skills learnt in PE lessons support them in all aspects of school life.</p> <p>Children to take part in whole school activities and events to support the community feel of the school.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

**NO**

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? <b>N.B.</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 2021.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	37% (all children learnt these skills in year 4, however because of Covid they have not had the opportunity to practise and therefore lots were unsure of whether they still remember what to do)
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

Academic Year: 2020/21		Total fund allocated: £19,404.00		Date Updated: 27/04/21	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					10 %
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To improve the fitness and health of all pupils.		Relaunch of Fitter Futures including their new Wellbeing Health Programme.  PE coach to spend time during lunch encouraging children to join in with games and keep active.  Introduce Daily Mile during the school day.  Children to have roles as sports leaders - working across year groups to engage others in physical activities (postponed due to Covid).  Repairs to balance bikes used by Reception children - supporting children to be active and encourage a love of cycling.			Pupils have a better awareness of wellbeing and ways in which they can support their wellbeing and mental health.  Children more active and given new ideas for games which they can then play without an adult.  Children’s fitness has improved; they have greater stamina during their daily miles and PE lessons. Pupils attitudes to learning have improved - they show greater concentration in lessons when taking part in frequent daily mile runs.
					All of these things will be continued throughout the children’s time at Rosh Pinah, helping them build on prior knowledge and capabilities.  Sports leaders to be introduced after Covid.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To promote success in PE as highly as in other subjects, with children understanding the impact of their learning in PE lessons across all subjects.	<p>Sporting successes to be mentioned (and certificates given) in assembly and school newsletter acknowledging children's achievements.</p> <p>Engage children in whole school competitions/sporting activities to encourage excitement and participation - buy prizes to give for whole school competitions.</p> <p>Purchase a new sports kit to be used during inter school competitions.</p> <p>Virtual challenges across all key stages.</p> <p>Whole school dance when returning from lockdown - bringing children back together and feel cohesive despite being in bubbles.</p> <p>Children to understand the wider impact of PE lessons in their learning - 5 key words introduced in PE lessons to show children how much they can learn from their lessons.</p>		<p>Children know that their sporting achievements are valued and they are proud of themselves.</p> <p>Excellent participation (over 90%) in virtual star jump, speed bounce and obstacle course challenges during lockdown. Children know that they can challenge themselves and achieve things when they put their mind to it</p> <p>Achievements were celebrated through awarding prizes, certificates and making announcements in the Newsletter, instilling a sense of pride in their successes</p> <p>Whole school dance gave children a much needed boost and built community spirit. Children were proud of their own performances as well as respecting the choices others made in theirs.</p> <p>Children use the skills learnt in PE lessons across all subjects at school.</p>	<p>Staff and children can see a shift in the profile of PE at school, which will continue and be built upon.</p> <p>Introduce a Sports council (after Covid) to provide a children's voice to support the development of PE.</p> <p>Introduce a monthly PE newsletter (after Covid), containing articles written by children.</p> <p>Source a company to purchase new kits from.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				70 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To develop the PE curriculum to ensure children build upon prior skills and to ensure a broader curriculum across all key stages.	<p>Build a curriculum map for PE to show sequence of lessons in dance, gymnastics, athletics, ball skills etc across all key stages.</p> <p>To develop staff subject knowledge to ensure they use the correct terminology and are aware of the end point of their key stage objectives - working alongside CSE coach and team teaching lessons.</p> <p>New subject lead to attend BPSI training courses.</p> <p>Team teaching for staff members to develop skills and confidence.</p>		<p>Teachers will feel more confident to lead PE sessions independently.</p> <p>Teachers will understand progression within different strands of PE in order to cater for different needs.</p>	<p>Subject lead to look at progression of skills and knowledge from nursery to Year 6.</p> <p>Subject lead to continue to support staff in areas where there is less confidence.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide opportunities for children to experience a wide range of sports and activities, inspiring them to achieve in PE.	<p>Whole school challenges before and during lockdown with a high percentage of children taking part (through CS, BPSS and within school).</p> <p>Termly audit of PE resources to ensure PE shed is well stocked and resources are there to support and extend PE lessons.</p> <p>Paralympian to visit for the day during Olympics Week and work with all children. Children to understand the challenges faced and resilience needed to achieve in sport when you have a disability. Children to take part in activities that challenge the way they think about sport.</p>		Children got involved in a range of different challenges. There were limits to what we could do due to Covid - once all restrictions are lifted we will take part in competitions between schools and before/after school clubs to broaden children's knowledge of different sports.	<p>Challenges have helped to develop fitness which will support children in months/years to come.</p> <p>Children feeling inspired and supported to achieve.</p> <p>After Covid look into offering a before school boxing club for juniors.</p> <p>School council (when allowed) to discuss different sports/activities that could be offered.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide opportunities for children to work both on their own and as a team to compete in sport.	<p>After Covid: Arrange friendly intra school competitions. Contact local school subject leads.</p> <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 Maccabi and Barnet sports tournament (focus on girls' competitive sport). Ensure girls are encouraged to succeed in PE and are chosen for sporting tournaments.</p>		<p>After Covid: All children to get the opportunity to participate in competitive sport.</p> <p>Children to gain an understanding of the variety of roles and responsibilities associated with participating in sports and how they can use their strengths.</p> <p>Keep a register of who has attended tournaments.</p> <p>Increased participation of girls doing sport/exercise.</p>	<p>Continue to participate in competitive sports.</p> <p>Research equipment needed for other sports - curling?</p>

Signed off by	
Head Teacher:	Jill Howson
Date:	12.04.21

Subject Leader:	Danielle Sasto
Date:	12.04.21
Governor:	Alice Aharon
Date:	12.04.21