

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
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](http://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 **31<sup>st</sup> 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 2020:	Areas for further improvement and baseline evidence of need:
<p>Joined Borehamwood consortium, training staff to deliver higher quality gymnastics</p> <p>Money used to order new stock for PE lessons – paused due to covid so moved to next financial year</p> <p>Athletics ¾ and 5/6 won and went to Hertfordshire finals</p> <p>Y5 pupil won cross county and got through to district finals</p> <p>Sports council facilitate lunchtime clubs most days of the week.</p> <p>Bronze sports mark achieved 2018/19</p>	<p>Develop range of sports on offer for classes</p> <p>Review the curriculum, ensuring coverage of sports across the years is developmentally appropriate and builds on skills progression</p> <p>Swimming lessons to be reviewed</p> <p>Review the needs of the children in light of lockdown – with lots of our children having limited opportunities for physical exercise</p> <p>To exploit the social benefits of sport to support pupils' return to school following Covid-19</p> <p>To achieve Silver sports mark status</p> <p>To maintain a high focus on inclusion and equal opportunities.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2020.</p>	<p>70%</p> <p>Top up swimming cancelled due to covid restrictions.</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<p>N/A%</p> <p>Safe swimming sessions cancelled due to covid restrictions.</p>

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 – we had allocated money for this but then the school went into lockdown

## 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: 2019/20		Total fund allocated: £17741	Date Updated:13/7/20	
<b>Key indicator 1:</b> 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: 35%
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:
<ul style="list-style-type: none"> <li>Increased opportunities to attend competitions</li> <li>Sports coach given additional hours at lunch time to encourage and develop physical activity for all pupils</li> <li>Sports council to lead activities at lunch and break to encourage physical activity for all pupils</li> <li>All children to receive two hours of high quality PE per week</li> <li>Opportunities for promoting the use of movement throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>Join Queens partnership and Borehamwood consortium to enable children to attend more competitions</li> <li>Cover required, overtime paid and minibuss hire required to enable sports coach to take children to tournaments</li> <li>Purchase or replacement of PE equipment</li> <li>Daily mile to be reintroduced at a useful time for all pupils</li> <li>All teachers to complete interactive heat map to monitor the movement of their class.</li> <li>Teachers introduced to go noodle and just dance to introduce movement breaks</li> </ul>	<ul style="list-style-type: none"> <li>£7616</li> <li>£1585</li> <li>£5000</li> </ul>	<ul style="list-style-type: none"> <li>More children attended competitions, with b and c teams attending.</li> <li>More children participated in activities at lunchtime.</li> <li>All children had access to high quality PE per week with additional movement and activity opportunities.</li> </ul>	Curriculum to be reviewed in light of the Covid restrictions. A lot of our pupils do not have outdoor spaces and the children will have lost stamina and core muscle control during the period of lockdown. We need to work with the Queen's partnership to develop a different way for the children to experience competitions. We need to increase our monitoring of pupils to ensure no groups are disadvantaged going forward.

	<ul style="list-style-type: none"> <li>for their children.</li> <li>Recruitment of new sports council to continue to lead lunch time sporting activities</li> </ul>			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				11%
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:
<ul style="list-style-type: none"> <li>Raised percentage of children being able to swim in a range of strokes and to a distance of 25m</li> <li>Children to understand how physical exercise affects their mental and physical health.</li> <li>PE lead to be a member of SLT and work closely alongside sports coach to ensure a high level of consistency across the entire curriculum.</li> <li>Teachers to be more involved in the monitoring and completion of physical activity to raise it's profile across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Subsidise top up swimming for the non-swimmers</li> <li>Purchase Jigsaw scheme for the healthy me topic</li> <li>Teacher to complete interactive heat maps and to be involved in the games mark application to upskill and raise their understanding of physical activity in school.</li> <li>PE lead and sports coach to liaise regularly over the action plan and be able to articulate the aims and how it will be implemented.</li> <li>Assessment system to be reviewed to enable better communication between sports coach and class teachers</li> <li>Reintroduce daily mile and go noodle for all classes</li> </ul>	<ul style="list-style-type: none"> <li>£600</li> <li>£1000</li> </ul>	<ul style="list-style-type: none"> <li>Top up swimming was cancelled due to lock down restrictions</li> <li>Children are able to discuss their physical and mental health with increased confidence.</li> <li>Teachers are able to review and discuss assessments with sports lead with increased confidence.</li> <li>Children developed stamina through the daily mile.</li> <li>Increased movement breaks in all classes.</li> </ul>	<p>The swimming systems need to be reviewed in light of covid restrictions and to ensure less children need top up swimming.</p> <p>Interactive heat maps need to be reviewed in line with the covid restrictions in place.</p> <p>The curriculum needs to be reviewed in relation to the impact of covid on our children – starting with redeveloping core muscle strength and stamina.</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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:
<ul style="list-style-type: none"> <li>Increased opportunities for staff development throughout the academic year.</li> <li>Curriculum development required to support non-specialist teachers and to develop the skills and knowledge of all staff in teaching PE and sport</li> </ul>	<ul style="list-style-type: none"> <li>Join Queens consortium and receive in house training through specialist teachers teaching at the school and 3 insets attended by sports lead.</li> <li>Purchase access to the PE hub – planning and curriculum development guidance</li> </ul>	<ul style="list-style-type: none"> <li>£7616</li> <li>£455</li> </ul>	<ul style="list-style-type: none"> <li>In house training led to the development of gymnastics within the school, before being stopped due to lockdown restrictions.</li> <li>PE hub enabled curriculum restructuring</li> </ul>	Curriculum restructuring needs to be reviewed in light of the impact of covid. We need to continue to develop the curriculum, using PE hub to develop the progression of skills and knowledge between year groups.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
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:
<ul style="list-style-type: none"> <li>Equipment needs to be updated as it is a limiting factor in delivering a range of sports and activities.</li> <li>Curriculum needs to be reviewed to introduce children to a wider range of sports</li> <li>Need to continue to increase</li> </ul>	<ul style="list-style-type: none"> <li>Equipment order to be out through, to ensure that high quality sports provision is delivered to all pupils</li> <li>PE hub to be purchased to support curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>£5000</li> <li>455</li> </ul>	<p>Equipment order was created but didn't go through due to covid closures. To be rolled over to next year.</p> <p>Curriculum review has led to a clearer sequence of learning with a wider range of sports across the years.</p>	Curriculum needs to be further reviewed due to the impact of covid on our children. The sequence also needs to be further reviewed to further develop the sequence of skills and knowledge across all year groups. We need to review

the opportunities to be taught by outside professionals	<ul style="list-style-type: none"> <li>Contact Saracens, Arsenal Ladies and Game on to continue to provide opportunities for the children to learn from outside professionals</li> </ul>		Children motivated by outside professionals.	how to maintain the motivation for pupils without the external visitors this year.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
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:
<ul style="list-style-type: none"> <li>Increased opportunities to attend competitions</li> <li>B and C teams to attend more tournaments so that all children get to attend competition</li> <li>Adapt the provision of the curriculum to promote personal challenge</li> </ul>	<ul style="list-style-type: none"> <li>Join Queen's partnership to enable B and C teams to attend tournaments</li> <li>Cover required, overtime paid and minibus hire required to enable sports coach to take children to tournaments</li> </ul>	<ul style="list-style-type: none"> <li>£7616</li> <li>£1585</li> </ul>	More children were attending the tournaments before cancellation due to covid restrictions. Children focused on personal challenge within every unit.	We need to work with the consortium to find ways to promote competitions while maintaining COVID regulations.

Signed off by	
Head Teacher:	Donna Henson
Date:	14/7/20
Subject Leader:	Claire Williams



Date:	13/7/20
Governor:	Anil Mepani (Chair)
Date:	24/9/20