



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](#) 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:
<ul style="list-style-type: none"> • P.E now a PPA subject ensuring a higher quality of delivery and a guarantee of P.E time for every child. • Level of competition increased for a second year, as a school, we competed with 19 teams across eight different sports with 185 children. This has also seen an increase in provision for previously underrepresented groups: girls, SEN children, years 3-4 and B/C teams. Our commitment to the development of competition across the school and into the community was highlighted by receiving Gold in the School Games Mark and we are delighted to have been recognised for our success. • A new sports pitch has been installed on the playground which helps facilitate a better quality of P.E delivery, less impact on weather, a safer environment and increased opportunities for exercise at play and lunchtime (for example, it is now much easier to organise intra-school competition). This has also helped raise the profile of sport and encourage the children to be more active at play and lunchtimes. • A play-leader has been hired for lunchtimes working with two classes a day. This means children have greater opportunity to exercise for more than 30 minutes in school time and take part in increased intra-school competition. Again, this has really raised the profile of sport and exercise. 	<ul style="list-style-type: none"> • Focus on character building within PE teaching: explicit opportunities to help young people develop resilience, determination and self-belief, and instilling values and virtues such as friendship and fair play. • Focus on personal development, such as the opportunities they have to learn about eating healthily and maintaining an active lifestyle within PE lessons and as a whole-school approach (forming a close relationship with PSHE). • Being aware of who the least active children are (who is regularly exercising less than 60 minutes a day) and targeting them for support. • Ensure lessons and sport in general is focused on fun and enjoyment, and help young people (particularly girls and less active groups) to build confidence and develop a positive relationship with sport and physical activity. • Create a teaching and learning philosophy based on teaching games for understanding (TGfU) in order to imbed increased levels of physical-literacy through competitive-like situations around realistic problems. TGfU revolves around intrinsically motivating activities that involve decision-making and tactics. • Better understand the impact of sport (both in competitions and in PE) on children with SEN and provide opportunities for them to become more physically-literate. • Increase the range of sports offered and who they are offered to by increasing sport for girls, children with SEN and children in years 3 and 4.

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>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.</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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?</p>	Yes/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: 2019/20		Total fund allocated: £19540 (of which £27538 is allocated)		Date Updated: 13 th January 2020	
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: 44.27%
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:	
<p>Active playground: Continue to create an active-playground for all children by providing opportunities for all children to undertake in 30 minutes of physical activity each day.</p> <p>Barriers to exercise: Provide opportunities for children who face barriers preventing them to engage in regular exercise (such as those with SEN) to engage in physical activity every day, feel positive about exercise and take an active role in every PE lesson.</p> <p>Encourage girls to take a more positive approach to exercise by providing more opportunities to compete competitively and by</p>	<p>Active playground: Continue to facilitate after-school-clubs that provide opportunities to exercise for all children.</p> <p>Arrange personal best (level 0) challenges that use the existing playground equipment. For example, the monkey bars.</p> <p>Arrange intra-school competitions (level 1) to take place during playtime. For example, dodgeball, football etc. Use the sports crew to help run.</p> <p>Teach the children, in lessons, how to compete in playground games and how to use the equipment</p>	<p>£2000 to pay for children to attend sports clubs</p> <p>£6650 to pay for sports coach (£35 per day for 190 days)</p>	<p>Active playground: A sports club was run (by Non-Stop Action) for two different classes per day meaning the playground was more active. This continued for the children attending during lockdown.</p> <p>The PE coordinator ran different sports clubs every day that changed throughout the year. This included targeting less active groups such as Year 3/4 girls' football. Again, this helped create a more active playground.</p> <p>Intra-school competitions took place at lunchtimes although this would have had a bigger impact</p>	<p>Active playground: The sports coach will continue next year.</p> <p>The PE coordinator will not run clubs for the first term due to the Covid-19 risk assessment. This will be reviewed later in the year.</p> <p>It is hoped that intra-school competition will continue later in the academic year.</p> <p>Barriers to exercise: Ms Brammall will continue to run her motor skills club. This is sustainable.</p> <p>The relationship with Henrietta</p>	

<p>teaching them about positive, female role-models.</p> <p>Outside of the school day: Arrange links with outside sports-clubs and encourage children to join them; encourage exercise outside of school such as active travel.</p>	<p>safely and appropriately.</p> <p>Continue to use Non-Stop-Action to provide a play-leader at lunchtimes who will run Level 1 competitions with two classes per day.</p> <p>Barriers to exercise: Consider any barriers (such as cost) that prevent children from attending sports clubs and work to remove them.</p> <p>Arrange for pre-teaching of PE lessons to take place for children who would benefit from it (boosting self-esteem and skill acquisition).</p> <p>Ms Brammall to continue to run a motor-skills intervention to help all children access sport and PE.</p> <p>Arrange for students from local girls' school Henrietta Barnett to attend to deliver PE workshops for Years 3 and 4 students.</p> <p>Outside of the school day: Explore ways in which the swimming curriculum can be enriched to increase the numbers who can swim competently.</p> <p>Continue with Bikeability programme in order to encourage children to take exercise on their</p>		<p>without the lockdown.</p> <p>Barriers to exercise: Pre-teaching of PE lessons took place for three different students which was met with success as the children were more confident at taking part in lessons.</p> <p>Ms Brammall ran the motor-skills club whilst the school was open normally. Of 11 children who took part, 4 no longer require the support helping end the barrier to exercise. The other 7 require ongoing support.</p> <p>Henrietta Barnett students were due to work with Year 3/4 on the 8th and 9th July. However, this was cancelled due to the pandemic.</p> <p>Outside of the school day: Swimming and bikeability did not take place due to the pandemic.</p> <p>There were some outside links organised, such as a girls' football team, however these were cancelled due to the pandemic.</p>	<p>Barnett is well-established and can continue. This is sustainable.</p> <p>Outside of the school day: The outside links with other organisations can be re-established.</p>
--	---	--	--	--

	<p>journey to and from school.</p> <p>Continue to build links with outside clubs and promote these to students; this could be through sign-posting or taster-sessions.</p>			
--	--	--	--	--

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>9.53%</p>
--	---

Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p>Leadership and social skills: Create explicit opportunities - particularly within PE lessons -to help the children develop resilience, determination and self-belief, and instil values and virtues such as friendship and fair play.</p> <p>School celebrations: Share the outcomes of school sports and competitions to the school community.</p> <p>Celebrate active lifestyles such as walking to school or extra-curricular sports.</p> <p>PE award: Create a PE award to share celebrate achievements and positive</p>	<p>Leadership and social skills: Have specific social-skills in mind when planning lessons. Have explicit opportunities in lessons for leadership such as captaining teams, refereeing and coaching.</p> <p>Arrange for children to officiate in both inter and intra sports competitions. For example, in the boccia tournament that the school is hosting.</p> <p>School celebrations: Set up a school PE Twitter account and update the website/latest news/newsletter to promote the school's achievements and participation in sports. Include</p>	<p>Certificates bought from non sports-premium funding</p> <p>£1862.50 (of £10375 allocated) to pay for additional PE dedicated hours from coordinator)</p>	<p>Leadership and social skills: The boccia tournament took place with children from Year 5 officiating successfully: an opportunity for them to showcase leadership skills.</p> <p>In lessons, explicit social skills were taught in every year group. This was a success with children learning about and demonstrating skills such as sportsmanship.</p> <p>School celebrations: The newsletter was used to promote and celebrate every sporting event the school took place in. The website was used to display</p>
			<p>Sustainability and suggested next steps:</p> <p>We hope to host an annual boccia tournament, using children from Year 5 to officiate. This is sustainable.</p> <p>Lesson plans are now available that include explicit teaching of social skills. This is sustainable.</p> <p>School celebrations: The newsletter and website will continue to be used to promote sporting activity. This is sustainable.</p> <p>PE award: PE certificates are ready for the next academic year and this will continue. This</p>

<p>attitudes with school sport and PE.</p>	<p>updates from training and practise sessions to instil the idea of sport and activity being a habit.</p> <p>Continue to use the newsletter and website to promote sport within the school and to advertise opportunities outside of school.</p> <p>PE award: Buy certificates and discuss during lessons and assemblies the virtues and attitudes that are perquisites to winning the award. Give the award in assembly with a short speech from the PE coordinator celebrating the success.</p>		<p>news stories about 8 different sports events. This helped raise awareness about these events.</p> <p>A Twitter account has not yet been set up due to questions over safeguarding.</p> <p>PE award: The PE award was launched and ran weekly whilst the school was open. This helped raise awareness about PE.</p>	<p>is sustainable.</p>
--	---	--	--	------------------------

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20.8%
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:
<p>Staff training: PE coordinator to attend relevant training in order to be up to have up-to-date knowledge and skills of PE and sport. This will benefit both the PPA lessons and allow the coordinator to improve teaching and learning throughout the school, benefitting all staff.</p> <p>PE coordinator to research the teaching philosophy of teaching games for understanding (TGfU) in order to imbed increased levels of physical-literacy through competitive-like situations around realistic problems. TGfU revolves around intrinsically motivating activities that involve decision-making and tactics. An increased knowledge and understanding will help these be imbedded within lessons. In turn, the PE coordinator can educate other staff members through INSET.</p> <p>NQT support: The school currently employs one NQT. NQTs typically only</p>	<p>Staff training: PE coordinator to book onto and attend all three PE coordinator meetings (part of BPSS buy in, see indicator 5). Feedback to other staff members as appropriate.</p> <p>PE coordinator to network with other coordinators both in person and via social media.</p> <p>PE coordinator to buy and read books based around TGfU such as Peter Prickett's <i>Developing Skill Series</i> and Ray Power's <i>Deliberate Soccer Practice</i> series. Implement the ideas where suitable within PE.</p> <p>NQT support: PE coordinator to ensure NQT attends every borough NQT course.</p> <p>PE coordinator arrange for team-teaching and opportunities for observation with NQT.</p>	<p>£1300 for buying into BPSS core services (see indicator 5)</p> <p>£900 (of £3000 allocated, for remainder see indicator 4 and 5) to release PE coordinator for training</p> <p>£1862.50 (of £10375 allocated) to pay for additional PE dedicated hours from coordinator)</p>	<p>Staff training: PE coordinator attended first two coordinator meetings; the third was cancelled due to the pandemic. This allowed the PE coordinator to network with other coordinators as well as being kept up to date with the latest thinking and changes within PE and sport. During lockdown, the PE coordinator was able to undergo training such as that provided by the AfPE.</p> <p>The PE coordinator spent time researching and implementing the principals of TGfU. This meant that lessons were of a higher quality with children maximising their time being active and taking part in games-based scenarios and activity.</p> <p>NQT support: There was one NQT in the school this year who attended all of the borough training. She reported that the</p>	<p>Staff training: The PE coordinator will continue to attend the borough coordinator meetings. This is sustainable.</p> <p>TGfU is now established within lesson plans. Sensible next steps would involve training other staff.</p> <p>NQT support/Staff support: the NQT has received her training but may require further support. This may well be true for other staff. The PE coordinator can liaise with the headteacher to offer support where it is needed.</p>

<p>receive one day of training during their PGCE. As a result, the NQT will attend training provided by the borough and delivered by PE consultant Kim Henderson. This will result in increased confidence, knowledge and skills.</p> <p>There will be opportunities to observe and team-teach with the PE coordinator in order to improve on the knowledge and skills required to teach high-quality PE lessons.</p>			<p>training made her feel more confident in delivering a range of PE.</p> <p>Unfortunately, due to the pandemic, the coordinator was not able to directly team-teach with any staff.</p>	
---	--	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 4.6%

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:
<p>Additional achievements:</p> <p><u>Ensure sport (both competitions and PE lessons) is more inclusive to children with SEN:</u> increase the number of SEN friendly events from one to three.</p> <p><u>Ensure competitive sport is more inclusive to children in years 3-4 as well as 5-6:</u> increase the number of events for years 3-4 from three to six.</p> <p><u>Ensure competitive sport is more inclusive to children with a range of abilities by entering B and C events:</u></p>	<p><u>Ensure sport (both competitions and PE lessons) is more inclusive to children with SEN:</u> enter the following SEN events: Boccia, panathlon and sitting volleyball.</p> <p><u>Ensure competitive sport is more inclusive to children in years 3-4 as well as 5-6:</u> enter the following years 3-4 events: boys' football, girls' football, tennis, gymnastics, boccia, sitting volleyball and athletics.</p> <p><u>Ensure competitive sport is more</u></p>	<p>£900 (of £3000 allocated, for remainder see indicator 3 and 4) to pay for release time and cover for PE coordinator to attend inclusive competitions during the school day</p>	<p><u>Ensure sport (both competitions and PE lessons) is more inclusive to children with SEN:</u> the school hosted a boccia tournament attended by 3 other schools. 24 players took part plus 4 Year 5 students who were leading. This was the chance for children to try and compete in a new sport.</p> <p>Unfortunately, due to the lockdown, other SEN events were cancelled.</p>	<p><u>Ensure sport (both competitions and PE lessons) is more inclusive to children with SEN:</u> it is hopeful that we can continue hosting a boccia tournament annually. Further SEN events will need to be considered post-lockdown.</p> <p><u>Ensure competitive sport is more inclusive to children in years 3-4 as well as 5-6:</u> next year it is difficult to know how much competitive sport will</p>

<p>increase the number of B and C teams from five.</p>	<p><u>inclusive to children with a range of abilities by entering B and C events:</u> when entering competitions always bring two or three teams if possible.</p>	<p><u>Ensure competitive sport is more inclusive to children in years 3-4 as well as 5-6:</u> the year 4 football tournament was entered (and won) for the first time. Training had taken place for years 3-4 football but unfortunately this was cancelled due to lockdown.</p>	<p>happen meaning this will need to be reviewed.</p>
--	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<p>Intra-school competition: 100% participation in at least two intra-school competitions.</p> <p>Level 0, personal best based competitions to take place at playtimes and lunchtimes.</p> <p>Level 1 intra-school competitions to take place at lunch times.</p> <p>Inter-school competition: ensure a minimum of seven (hopefully more) inter-school sports are entered.</p> <p>Win Gold again in the school games mark.</p> <p>Female participation: Increase participation for girls by entering girls only or mixed competitions. This is essential as girls take part in less competitive sport outside school than boys. Giving them opportunities to take part and train will boost confidence and skills, hopefully encouraging a lifelong participation</p>	<p>Intra-school competition: Continue to hire Non-Stop-Action to run Level 1 competitions at lunchtimes to ensure all children are given the opportunity to take part in competition at least once per week.</p> <p>PE coordinator to organise Level 0, personal-best competitions at playtimes and lunchtimes.</p> <p>PE coordinator to liaise with year-group-leaders to organise intra-school competitions.</p> <p>Inter-school competition: enter the following sports: football (league, cup and tournament), athletics (sportshall and Barnet competition), boccia, panathlon, sitting volleyball, gymnastics (years 3-4 and 5-6), rugby (league and tournament), netball (friendlies) and tennis (years 3-4 and 5-6).</p>	<p>£1300 for buying into BPSS core services</p> <p>£1213 for transport (minibus or coach hire) to events</p> <p>£1500 (of £3000 allocated, for remainder see indicator 3 and 4) to pay for release time and cover for PE coordinator to attend competitions during the school day</p> <p>£3000 to pay for additional adults to attend competitions</p>	<p>Intra-school competition: the Non-Stop-Action coach was on hand to run competitions. This happened everyday and continued for those attending throughout lockdown.</p> <p>The level 0 competitions were organised by the PE coordinator and these happened at lunch time. These included standing long jump, standing triple jump, vertical jump, races, chest push and more. This was completed by 84 children in years 5-6.</p> <p>Inter-school competition: the following sports were attended: football (league, cup and tournament) for boys and girls across all year groups, athletics (sportshall), boccia, rugby (league and tournament) and netball (friendlies). Unfortunately, due to the lockdown, further competitions were not entered.</p>	<p>Intra-school competition: the decision to retain the Non-Stop-Action sports coaches for lunch times was made before the sports premium was announced meaning this will continue.</p> <p>Inter-school competition: no competition is arranged for next year. This will be reviewed in September.</p> <p>Female participation: once competition is resumed female sport will take a priority. It is hoped that girls who have taken part will continue to be inspired to take part in sport.</p>

<p>in the sport.</p> <p><u>Opportunities for students with SEN:</u> Increase number of competitions (both inter and intra) for children with SEN from one to three.</p>	<p>Continue to train the girls' and boys' football teams on Monday and Wednesday mornings before school starts.</p> <p>Continue to train for all competitions at lunch times.</p> <p>Buy into the Barnet Partnership for School Sport (BPSS) core services which gives a centralised structure for borough competitions, festivals & leagues.</p> <p><u>Female participation:</u> enter the following competitions and ensure training takes place to boost skills and confidence: football team, mixed tennis team, mixed rugby team, mixed gymnastics team, mixed athletics team, mixed sitting volleyball team and mixed boccia team.</p> <p>Enter both girls' cups, the girls' league, the years 5 and 6 girls' tournament and the years 3 and 4 girls' tournament in football.</p> <p><u>Opportunities for students with SEN:</u> Host a boccia SEN tournament and invite other schools to attend.</p> <p>Enter sitting volleyball and</p>	<p>(including those after school).</p> <p>£6650 (of £10375 allocated for additional hours) for PE coordinator to run and plan training before the school day and every lunch time; to attend fixtures outside of school hours; to complete the admin for any fixtures (including risk assessments, letters, permission forms, liaising with opposition, booking transport)</p>	<p><u>Female participation:</u> the following teams were entered that included females: football team, mixed rugby team, mixed athletics team, and mixed boccia team. A lot of training took place for the year 3-4 girls' football team, with 15 girls regularly taking part, but unfortunately the lockdown meant this was unable to take place.</p> <p><u>Opportunities for students with SEN:</u> we hosted a boccia tournament which 24 children took part plus 4 Year 5 children who helped lead and officiate. Unfortunately, the lockdown meant further events did not happen.</p>	
--	---	--	--	--

	panathlon SEN specific events.			
--	--------------------------------	--	--	--

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	