

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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TRUST



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

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	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: specifically 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.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	<p>73.5%</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>62.65%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>65%</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>	<p>Yes, the PE coordinator now attends all swimming lessons to motivate and drive teaching and learning and raise expectations. PE lessons have also been used to teach swimming safety.</p>

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: 2018/19		Total fund allocated: £ 19,500		Date Updated: July 2019	
Key indicator 1: 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					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Create an ethos of exercising during playtimes in order to boost self-esteem, fitness and mental health.</p> <p>Create opportunities specifically for those who are least active and or who are disadvantaged in order to remove barriers to exercise.</p>	<p>Ascertain, in the first half term, which children are least active or who are unable to access sport.</p> <p>Continue to facilitate the after-school-clubs.</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 safely and appropriately.</p> <p>Look into possibility of hiring a play-leader to run lunchtime sport and competitions.</p> <p>Arrange for the field to be use for more of the year by improving the drainage.</p> <p>Explore ways in which the swimming curriculum can be enriched to increase the numbers who can swim competently.</p> <p>The surface on the school playground is concrete and not conducive to encouraging engagement in physical activity. As such,</p>	<p>£2,100 to ensure clubs are available to all by paying for 31 children to attend sports clubs.</p> <p>£4,693 Initiative and interventions led by PE Co-ordinator (this figure also includes spends in other key indicators)</p> <p>£6,650 for play-leader (this figure also includes spends in other key indicators)</p> <p>£16,000 for new astro-turf surface on the school playground (paid for in full by the generosity of the school's PTA)</p>	<p>Children most in need of support were identified. Subsequently, weekly motor-skills club took place, run by Ms. Brammal with 12 children taking part. 10 Year 4 children taking part had improved sufficiently to no longer require the extra support.</p> <p>31 children were identified with barriers to being active for their 60 minutes a day. As such, these children had their sports club fees paid for via the sports premium.</p> <p>187 children (53%) attend at least one sports club within school, per week. This was across eight different sports clubs: girls' football, boys' football, gymnastics, dance, street-dance, gymnastics, multi-sports and high-five. This provides an opportunity for children to receive over 60 minutes of exercise within a school-day.</p> <p>Sports crew were set up and met twice every half-term, with the PE coordinator. They were then able to help with both level 0 and level 1 competitions. The winners of these competitions were then able to represent</p>	<p>Ms. Brammal to continue running the motor-skills club next year.</p> <p>Sports crew to continue next year, new year 3 students to replace departing year 6.</p> <p>Continue to hire non-stop action play leader.</p> <p>The field's improved drainage is sustainable.</p> <p>The astro-turf pitch is guaranteed for ten years.</p> <p>The PE coordinator will continue in his role and any initiatives he currently runs.</p>	

	<p>look into the possibility of having a new surface installed.</p> <p>Look at opportunity to be more active within the normal school day (i.e not just within P.E lessons or playtimes).</p> <p>Continue with Bikeability programme.</p> <p>Continue to build links with outside clubs and promote these to students.</p>	<p>£3,106 to improve drainage of school field</p>	<p>the school in level 2 competitions (tennis, javelin, long-jump, 400m, sprinting, speedbounce).</p> <p>The P.E coordinator is on the playground at lunchtime and playtime (both upper and lower-school) in order to encourage activity and train for competitions. This increases the opportunities for every child to be active at playtimes.</p> <p>Non-Stop Action were used to provide a sports coach who runs two competition-based events every lunch time. This means that every child has the opportunity to take part in level-1 competition nearly once per week. The feedback from the children is positive and attendance has been high. This has greatly increased the scope for all children being active at lunchtimes.</p> <p>Field drainage was completed at the end of the first half-term. Noticeable increase in the time the field was available. The field was subsequently used to host-tag rugby games as well as during lunchtimes and PE lessons. Again, the use of the field creates a positive space for activity.</p> <p>The PE coordinator now attends all swimming lessons to motivate and drive teaching and learning and raise expectations.</p> <p>The new astro-turf surface has surpassed all expectations: it drains very quickly and has good grip meaning it can be used in wet-weather; there are less injuries due to the surface being softer than concrete; balls bounce more consistently mean it is better for ball games. All of this has to led to an</p>	
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			<p>increased quality of PE provision, more consistent use of the space for sport during break and lunchtimes and more opportunity to use the surface even in less-than-ideal weather.</p> <p>Miss Clarke, 5J's class teacher, has been a superb advocate of providing an active golden-time. As well as increasing exercise levels it has also provided vital teaching opportunities for teamwork, resilience and problem resolution. Her example has led many other classes to follow suit.</p> <p>Mr David organised Maths Week and as part of that every child enjoyed an active lesson outside.</p> <p>Bikeability took place in April 2019. All children can now ride a bike at least a short distance. Those more confident were able to learn about and practise road safety.</p> <p>We continue to have links with outside grass roots clubs such as AC Finchley. Three children have joined them this season directly as a result of sign-posting/recommendations within the school.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Promote opportunities for leadership in line with learning powers.</p> <p>Promote active lifestyles outside and inside school.</p> <p>Promote children and adults as role-models.</p> <p>Promote school sports and share successes.</p>	<p>Set up a school PE Twitter account and update the website/latest news to promote the school's achievements and participation in sports.</p> <p>Continue to use the newsletter and website to promote sport within the school and to advertise opportunities outside of school.</p> <p>Set up a sports crew in order to give a pupil voice to PE and create leadership opportunities in line with our school learning powers.</p> <p>Celebrate children's sporting achievements outside of school during lessons.</p> <p>Create awards celebrating children as good role models during PE lessons and competitions.</p> <p>Have trophies engraved for any competitions won.</p>	<p>See key indicator 1 for initiatives ran by the PE coordinator.</p> <p>£55 for engraving of trophies.</p>	<p>The school website has ten new stories related to sport written in this academic year (as of July 2019). These are then shared in class time and the feedback from children is some do read the website news at home. As such, the profile of school sport is being raised.</p> <p>The newsletter has been used to promote every competition the school takes part in. The newsletter also proudly displays the gold School Games Mark.</p> <p>Updates on sport and competitions are given during the weekly morning meeting, keeping all staff informed.</p> <p>In lesson time, the PE coordinator regularly raises discussions around outside of school sport and this is celebrated. For example, running times have been shared and children have brought in judo belts to share with the class. This helps raise the profile of a range of sports and the opportunities to take part.</p> <p>Three trophies, won last year, have been engraved and are proudly on display in the school entrance hall.</p> <p>On 18th July an assembly was held for the whole school and presented by Mr McGwinn, the P.E coordinator. The assembly celebrated school sport and PE including all competitions and the recent School Games Gold Mark. This was framed within the context of learning powers. Additionally, two children in</p>	<p>The headteacher has decided against using Twitter for the time being. It is something that can be re-considered in the future.</p> <p>The website and newsletter are both sustainable and can continue to be used to promote PESSPA.</p> <p>Awards were considered and deemed too expensive to be sustainable. Instead, next year, certificates can be used which are sustainable.</p> <p>The PE coordinator can continue to promote outside sport during lessons. Next year, however, more can be done to promote school via assemblies, possibly through house-assemblies.</p> <p>The awards assembly will be sustainable and an annual event.</p> <p>The sports coach will be rehired and the sports pitch is guaranteed for ten years.</p>

			<p>Year 6 were awarded as 'Athletes of the Year', with the emphasis being on fair-play, sportsmanship and commitment.</p> <p>The use of a sports coach at lunch time and the new sports surface has increased the profile of sport, making it more visible and more organised.</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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: 3870	Evidence and impact:	Sustainability and suggested next steps:
<p>Use Kim Henderson to support year groups with example lessons, resources and support with schemes of work in order to boost quality of lessons and confidence of individual teachers.</p> <p>PE coordinator to increase specialist subject knowledge in order to improve teaching and learning.</p>	<p>Kim Henderson booked for November 1 2018 (start of new term).</p> <p>Speak to each year group about which topics they want support with.</p> <p>PE coordinator to attend Level 3 dance course.</p> <p>PE coordinator to attend all three borough coordinator meetings in order to stay informed about developments in PE.</p> <p>PE coordinator to attend AFPE conference with a focus on the teaching of gymnastics.</p> <p>PE coordinator to team-teach with class teaching, supporting them in the delivery of lessons, the safe use of equipment</p>	<p>£3,000 (for use of Kim Henderson)</p> <p>£870 to pay for supply cover for staff to attend training</p>	<p>Team-teaching has taken place in Years 4,5 and 6 will continue to happen regularly. This supported the teacher, allowing them to observe the PE co-ordinator but also created opportunities for professional discussions.</p> <p>P.E coordinator showed class-teachers and their classes how to safely move equipment.</p> <p>Kim Henderson provided a training session and a staff-twilight. Staff reported that they were feeling more confident in the teaching of PE.</p> <p>PE coordinator attended three PE coordinator meetings, the AFPE conference and had the opportunity to work with Kim Henderson. This has helped inform and improve the regular teaching of classes as well as the wider-school impact.</p> <p>PE coordinator team-taught with teachers in every year group.</p>	<p>PE coordinator can continue to support lessons next year. The timetable should ensure that new staff have their PE slots when the coordinator is available.</p> <p>PE coordinator is available to attend further training if appropriate. The coordinator meetings will be attended as a minimum.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Increase the range of sports offered, specifically for those currently underrepresented: girls, years 3-4 and SEN.</p>	<p>Use the sports crew to discuss what additional sports they would like.</p> <p>Use the sports crew to help run the personal best (level 0) virtual challenges.</p> <p>Create additional opportunities for SEN students (boccia etc).</p> <p>Create new sports – tag rugby, gymnastics, tennis</p> <p>P.E coordinator to meet with SENCO to complete inclusivity questionnaire (health check).</p> <p>Increase provision of B and C teams to take part in school sport.</p> <p>Increase sports in years 3-4 and mixed/girls' teams.</p> <p>Arrange for sporting special event</p>	<p>£3984</p> <p>£1,650 Special events workshops (£850 of this was funded through school fund).</p> <p>£2,334 on resources in order to facilitate new sports.</p>	<p>Sports crew requested more opportunities for gymnastics, as such a competition was entered.</p> <p>A variety of level 0 challenges took place during lunch times.</p> <p>Inclusivity questionnaire (health check) was completed by PE coordinator and SENCO and action plan was created: Ms Brammal appointed as lead for inclusion in sport (with support from SENCO and PE coordinator); children with SEN to be included in the sports crew; pre-teaching to be offered to those children who would most benefit; PE targets added to EHCP where appropriate;</p> <p>SEN children entered the boccia Level 2 tournament</p> <p>PE coordinator attended training to learn about inclusive opportunities available in the borough.</p> <p>A martial arts workshop was arranged for the end of year special event which every child attended. This was via the company Pyramid martial arts.</p>	<p>The boccia event will now become an annual activity. PE coordinator and SENCO have agreed to increase the SEN provision again from the next academic year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>100% participation in at least two intra-school competitions.</p> <p>An increase in the number of inter-school competitions, via the school-games.</p> <p>Targets for 2018/19 to include a school tag-rugby team (for league and cup), a girls' football team (for league and cup), year 3 and 4 tennis team. Enter cross-country competition.</p> <p>Increase opportunities for Year 3 and 4 by entering different competitions.</p> <p>Increase opportunity for SEN by entering the BPSS boccia tournament.</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>Win Gold again in the school games mark.</p>	<p>Enter the BPSS tournaments.</p> <p>Transport to events</p> <p>P.E coordinator to run sports teams (boys and girls football, mixed basketball and mixed netball netball).</p> <p>P.E coordinator to continue athletics teams (sports hall and track and field). Additional activity of cross-country to be added.</p> <p>Sports coach to be hired to provide intra-school competition at lunch times.</p> <p>PE coordinator to organise intra-school competitions.</p> <p>Teachers to plan for dance team in lessons. Hire a dance teacher to support the final composition in the final two weeks. Hold a dance competition to choose which class represents the school (this did not happen due to timetable constraints; it remains a possibility for 2019/20).</p> <p>PE coordinator to run training in the mornings or at lunchtimes.</p> <p>PE coordinator to apply for School Games Mark.</p>	<p>£1,100 (BPSS payment)</p> <p>£2,334 for transport to events including minibus and coach hire.</p> <p>£1,903 to run sports events outside of school hours.</p> <p>£20 for oyster cards for staff use outside of TFL travel scheme times.</p> <p>£522 for supply cover in order for the PE coordinator to attend competitions.</p> <p>See key indicator 1 for initiatives led by the PE coordinator.</p>	<p>Six new sports teams launched: girls' football, tag rugby, tennis, gymnastics, year 3 football, boccia.</p> <p>Five sports teams continued: boys' football, basketball, sportshall athletics, athletics, netball.</p> <p>An increase in B teams: boys' football, girls' football, basketball, year 3 football, gymnastics.</p> <p>An increase in C teams: boys' football, girls' football, basketball, gymnastics and netball.</p> <p>An increase in competition for Years 3 and 4: boccia, tennis, football and gymnastics.</p> <p>An increase in SEN events: Boccia.</p> <p><u>Football</u>: 13 matches, 2 friendlies 4 tournaments, 73 children. This includes friendly matches played ready for 2019/20 seasons for both boys and girls.</p> <p>Boys 7 league and cup matches, 1 friendly. Girls 6 league and cup matches, 1 friendly. Year 3 football festival Boys' and girls' football tournament Year 5 C team tournament</p> <p><u>Tennis</u>: 1 tournament, 4 children</p> <p><u>Gymnastics</u>: 1 tournament, 4 children</p>	<p>Non-stop action to continue.</p> <p>12 events required teacher cover and 10 days have been blocked out for next year so this should continue.</p> <p>The remainder of competitions are after school so are sustainable.</p>

			<p><u>Boccia</u>: 1 tournament, 3 children</p> <p><u>Athletics</u>: 4 tournaments, 72 children Sportshall athletics (x 3 events) and Barnet Athletics Meet</p> <p><u>Tag rugby</u>: 1 tournament, 2 league matches, 15 children</p> <p><u>Basketball</u>: 1 tournament, 14 children</p> <p><u>Netball</u>: 2 friendly matches, 16 children</p> <p>Coach hired to run intra-school competition at lunch. Included variety of sports: dodgeball, football, basketball, netball and hockey.</p> <p>PE coordinator ran intra-school competitions including tennis, football and striking and fielding.</p> <p>Gold in School Games Mark confirmed on 15/7/19 which highlights our commitment to the development of competition across their school and into the community, and we are delighted to have been recognised for our success.</p> <p>Football training now takes part weekly on Monday mornings (boys) and Wednesday mornings (girls). Year 3 children have been included in order to make the sports teams more sustainable in the long-term.</p> <p>Training took place regularly at lunch times for all sports entered with the timetable changing to reflect upcoming competitions.</p>	
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