

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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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: July 2020	Areas for further improvement and baseline evidence of need:
<p>Staff knowledge of teaching P.E enhanced due to working with sports coaches.</p> <p>All NQT have had the opportunity to CPD training in a range of topics provided by the Enfield P.E team.</p>	<ul style="list-style-type: none"> ✓ Imbed daily mile across the school. ✓ Create a Tiger teams (Gross motor skills) group ✓ Create a change 4 life club ✓ Increase the number after school clubs ✓ Increase leagues and tournament entered than previous year ✓ Extra swimming lessons for year 4/5

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>	30%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	20%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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: £19600		Date Updated: July 2020		
<p>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</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>Enhance the opportunities given to children for daily physical activity at school.</p>	<ul style="list-style-type: none"> Clubs offered clubs throughout the year to children from Years 1 to 6 Target pupil premium pupils for after school clubs PE Lead to review club registers and target children on waiting lists who have previously not attended a club Active lunchtimes – Range of different activities for children to keep active 		<p>Time £400</p>	<ul style="list-style-type: none"> All children were given a chance to attend an after school club. More active clubs running than previous year. High level of pupil engagement during the active playtimes and lunchtimes. Structured and timetabled lunchtime activities allowing all children access to some physical activity. More daily activity in the playground through games – Football, netball, champ, basketball, tennis and personal best activity. Increase in team spirit and sportsmanship amongst pupils. Improved behaviour during playtime and lunchtimes. Increase in fitness levels of pupils, children being more active and having a healthier lifestyle. Due to covid summer clubs and P.E lessons were cancelled – P.E personal best challenges sent home for children and children 		<p>Sustainability and suggested next steps:</p> <p>Continue to develop the range of activities available for pupils at lunchtimes and after school.</p> <p>To make links with outside agencies in the local community to support clubs within school.</p> <p>To continue to target pupils who are not taking part.</p> <p>Apply for school games award</p>

<p>Resources for P.E, break time and sport clubs.</p>	<ul style="list-style-type: none"> To ensure all staff have sufficient equipment to deliver good/outstanding PE lessons P.E audit of equipment – Monitor levels of PE resources weekly to ensure items are returned to shed/halls. Order new equipment where needed. 	<p>£2000</p>	<p>who returned to school had the opportunity to continue P.E lessons and challenges.</p> <ul style="list-style-type: none"> Activity challenges sent home to help support children to stay active at home. Children using profession and correct size equipment during break time and lessons. Correct equipment available for children's age groups. More equipment available to use for lessons, break time and clubs. 	<p>Equipment will be a long time resource.</p> <p>Continue to monitor the usage of PE equipment and order equipment when needed.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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>Sustainability and suggested next steps:</p>
<p>Raise the profile of Woodpecker Hall in P.E. across school and at competitions, tournaments and events.</p>	<ul style="list-style-type: none"> Celebrate achievements and progress in sport across the school Website/Social media updated regularly for parents to follow the achievements in P.E / school sport across the school. Update and provide displays to highlight the schools' success and raise the profile of sports and physical education across the school. Build partnerships within the community for sporting clubs. (Free coaching /use of venue) 	<p>£600</p> <p>Time</p> <ul style="list-style-type: none"> The status of sport achievement and its related benefits across the curriculum are recognised amongst staff and pupils. Website and notice boards are full of information regarding matches/clubs/results and pupils are keen to get involved. Positive impact on whole school improvement Improved confidence & ability in sports. PE skills of children improving. 	<p>Continue to imbed PE and sport into the school ethos.</p> <p>Entering leagues and tournaments throughout the year.</p> <p>Weekly assemblies to share results to whole school and continue to recognise and promote sporting skills and achievement.</p>

	<ul style="list-style-type: none"> Continue to promote extracurricular activities to all and gain their voice as to what clubs to offer. 		<ul style="list-style-type: none"> Improved pupils' attitude to PE as lessons are structured and planned well. Improved passion for sport across the school. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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>Provide CPD opportunities for staff and/or to maintain and develop the highest standards in physical education and school sport.</p> <p>Hire games and dance coaches to support teachers in P.E.</p>	<ul style="list-style-type: none"> Sports Coach to work alongside staff to team-teach and upskill staff in a range of sports. Teachers to observe and team teach alongside the sports coach to upskill subject knowledge. Improve subject knowledge in games and dance for teacher and children. Provide high level of teacher to the children 	£12000	<ul style="list-style-type: none"> Children’s skills improved as delivery of P.E is more consistent. Continued improvement in the quality of PE lessons delivered to pupils from staff. Confidence in teachers teaching the subject has risen. Improved behaviour in children during lessons Increased confidence, knowledge and skills of all staff in teaching PE and sport, teachers are up -skilled in teaching high quality PE. Help and support for teachers in planning and delivery of P.E. Teachers confidently teaching PE lesson, previously identified as an area for development. Positive attitude towards P.E across the school and continued staff confidence, knowledge and skills improvement in teaching PE. Positive impact on whole school improvement. 	This will lead to a good level of sustainability as all staff will be supported in the subject and feel more confident to deliver PE and Sport both within and outside the curriculum.
Buy into Enfield P.E Team	<ul style="list-style-type: none"> Buy in to the Enfield P.E team scheme which provides all year round training opportunities for teachers and support staff. Continuous Professional Development (CPD) for staff teaching and to provide 	£4000	<ul style="list-style-type: none"> Subject Leader Meetings attended with Enfield P.E team and information passed on to SLT and staff in staff meetings. 	<p>Continue to buy into the Enfield P.E Team, sending more teachers onto CPD training.</p> <p>Monitor new PE plans to ensure delivery is of a high standard.</p>

	<p>the highest quality teaching and learning experience for pupils.</p> <ul style="list-style-type: none"> Keeping up to date with current PE information. Half-termly meetings with PE leads of schools within the Enfield to discuss PE developments/events etc. 		<ul style="list-style-type: none"> Staff attending CPD events has helped support lessons and upskill subject knowledge Due to covid many CPD were cancelled in the summer term. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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>To provide opportunities for children to access more sports and activities across the school.</p>	<ul style="list-style-type: none"> Host sport events throughout the year. (sports relief, Sports days, celebrating sport events) Run intra competitions throughout the year More lunchtime activities offered to all pupils After school clubs offered to all children in a range of different sports 	£600	<ul style="list-style-type: none"> High level of pupil engagement during the activity Increase pupil participation Positive impact on whole school improvement Increase in team spirit and sportsmanship amongst pupils Due to covid many events were cancelled in the summer term. 	<p>Continue to host these events next year.</p> <p>Imbed intra competitions for pupils.</p>

Key indicator 5: Increased participation in competitive sport				
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 further increase participation rates in activities.	<ul style="list-style-type: none"> • Enter Leagues (Football & Netball) • To participate in Inter - schools' events & competition: • District Sports • Gymnastics Festival • Dance Festival • SEND activities • Football League • Maintain the high number of leagues, festivals, tournaments, competitions entered (organised by the Enfield PE Team) • Trails for sports team to give all children a chance to represent. • Give more children a chance to play competitive sports outside of the curriculum. • Sports Coach to arrange friendly matches' vs other schools in a range of sports. A, B and C teams. • Further enhance links with local schools to run competitive inter-competitions. • Target SEN events and teams • Buy in to the Enfield P.E team scheme which provides all year round league / tournament fixtures. • Enter range of sports targeting children to attend. 	Enfield P.E Team cost & Sports leader cost	<ul style="list-style-type: none"> • More competitions taking place both inside and outside • Sense of pride representing the school • Covid had an impact on all the summer term tournaments, all event were cancelled 	<p>To continue to enter children into school leagues and tournaments. Include B and C teams entered into leagues and tournaments.</p> <p>If in September 2020 school leagues are not running due to covid, CHAT will look into creating a CHAT league for A and B teams in football, netball, athletics and boccia to continue the rise of competitive sports. We will still enter all virtue sporting competitions hosted by Enfield P.E team.</p> <p>Continue to buy into the Enfield P.E Team. Look at entering more events than previously.</p>