

# 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



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 **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2020:  | Areas for further improvement and baseline evidence of need:  |
|--|---|
| <p>Brought in outside coach to do extra PE activities at lunchtime offering to all children in school. During lockdown, PE coaches were brought into school to help keyworker children exercise.</p> <p>PE lead and PE specialist helped and supported teacher during online learning on how to teach PE online, creating a range of lessons.</p> <p>PE Lead did CPD with the FA shooting stars programme and applied his training to support girls who needed more support in PE using stories to help grow confidence in them.</p> | <p>Consider any barriers (such as cost) that prevent children from attending sports clubs and work to remove them. 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>The newsletter and website will continue to be used to promote sporting activity. This is sustainable.<br/>PE certificates and trophies will be provided for a child every week for being the best sports person of the week. Presented in year groups.</p> <p>ECT teacher will be coached to take a range of PE lessons. The PE coordinator can liaise with the headteacher to offer support where it is needed and help staff learn how to assess their children. We will provide training to ECT and other teachers who require support.</p> <p>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>We will be looking to improve FSM participation in sports, give them targeted opportunity to join sports clubs.</p> |

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

YES/NO \* Delete as applicable

**If YES you must complete the following section**

**If NO, the following section is not applicable to you**

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

|  |  |                                   |   |  |
|--|--|-----------------------------------|---|--|
| <b>Academic Year: September 2020 to March 2021</b>                       |  | <b>Total fund carried over: £</b> | <b>Date Updated:</b>  |  |
| What Key indicator(s) are you going to focus on?                         |  |                                   |   | <b>Total Carry Over Funding:</b>   |
|  |  |                                   |   | £  |
| <b>Intent</b>  | <b>Implementation</b>  |                                   | <b>Impact</b>   |  |
| Your school focus should be clear how you want to impact on your pupils. | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated:     | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: |

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| Meeting national curriculum requirements for swimming and water safety.<br><br>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.  | 98% |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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. | 93% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 91% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 98% |
| 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  |

## 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.

| <b>Academic Year:</b> 2020/21   |  | <b>Total fund allocated:</b> £19574  |  | <b>Date Updated:</b> 20/7/2021  |   |
|---|--|--|--|---|---|
| <b>Key indicator 1:</b> The engagement of <u>all</u> 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:<br>45.4%  |
| 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?:  |
| <p><b>Active playground:</b> We are continuing to create an active-playground for all children by providing opportunities for all children to undertake 30 minutes activity each day with Non Stop action.</p> <p><b>Outside of the school day:</b> Carry on providing ways in which the swimming curriculum can be enriched to increase the numbers who can swim competently. Will occur when we have access to swimming pool.</p> |  | <p>Continue to use Non-Stop-Action to provide a play-leader at lunchtimes who will run a level competition with two classes per day.</p> <p>In year 3, children are taught a range of Playground game and how to use them at break time.</p> <p>Children in Year 6 have had extra lessons within the school day which have enhanced their Swimming skills so that they can swim competently.</p> |  | <p>£6600</p> <p>No grant</p>  | <p><b>Active playground:</b> 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. Each child that took part received an additional 30 minutes of exercise per day</p> <p>Due to Swimming pool being rebuilt and closed for most of the year. Extra swimming lessons were provided for year 6 during the day to help support children who struggled with swimming. This had led to 98% of children meeting expectations at the end of</p> |
|   |  |  |  | <p><b>Active playground:</b> The sports coach will continue next year.</p> <p><b>During the school day:</b> Carry on providing ways in which the swimming curriculum can be enriched to increase the numbers who can swim competently. Will occur when we have access to swimming pool.</p> |   |

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| <p><b>Barriers to exercise:</b> Consider any barriers (such as cost) that prevent children from attending sports clubs and work to remove them. 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><b>Fitness:</b> To be able to provide children time to improve fitness at school. Looking at a whole school initiative</p> | <p>Work with PP lead to organise, spaces for children in after school clubs.</p> <p>We intend to buy a skipping rope for each child in school, teachers will take children and provide time for children to improve and use skipping ropes to improve fitness.</p> | <p>No grant</p> <p>£2291.67</p> | <p>the year. With those that needed support making the expected progress.</p> <p>Due to lockdown provisions had not been consistently be provided thus FSM children will be given support to join the clubs with the PP budget and PE grant next year.</p> <p>Children stamina began to improve over the year, as children were given time during school every week to use their ropes to achieve personal best.</p> | <p><b>Barriers to exercise:</b> We will continue to consider any barriers (such as cost) that prevent children from attending sports clubs and work to remove them. 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><b>Fitness:</b> To be able to provide children time to improve fitness at school. Looking at a new school initiative, to get children involved for example a daily mile.</p> |
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| <p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation:<br/>6.26%</p> |
|--|--|

| Intent   | Implementation  |                           | Impact  |   |
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| <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> |

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| <p><b>Leadership and social skills:</b><br/>Lesson plans will include explicit teaching of social skills. This is sustainable.</p> <p>Will push Year 6 children who excel in certain sports to provide leadership roles in clubs and lessons.</p> <p>Will look into providing other year groups with these leaders, when bubbles grouping ends.</p> | <p>We will adjust plans to support children in developing key leadership skills, this will be set out to support and lead sessions within lesson.</p>   | <p>No grant</p> | <p>Children during lessons were able to find leadership opportunities taking roles of improving and supporting members in their class or year. Lead sports people of Year 6 coached in teams that they were part of and took on captain roles. Children have grown in confidence</p> | <p><b>Leadership and social skills:</b><br/>Year 6 sport leaders will next year, provide their leadership skills to support and help PE for children in the lower years.</p>   |
| <p><b>School celebrations:</b> The newsletter and website will continue to be used to promote sporting activity. This is sustainable.</p>   | <p>Work with office staff and children to create a part of the newsletter which celebrates sports in the school</p>   | <p>No grant</p> | <p>The impact that this created is that the children were able to be proud of their achievement and it has help foster a growing interest in clubs sports for children to get involved in.</p>   | <p><b>School celebrations:</b> The newsletter and website will continue to be used to promote sporting activity. This is sustainable.</p>  |
| <p><b>PE award:</b> PE certificates and trophies will be provided for a child every week for being the best sports person of the week. Presented in year groups.</p>  | <p>Work with PE specialist to look for star sports people during the week rewarding them gold star or certificate.</p>  | <p>No grant</p> | <p>Due to COVID, there was not a consistent flow to create a regular system to reward, thus no clear impact</p>  | <p><b>PE award:</b> PE certificates and trophies will be provided for a child every week for being the best sports person of the week. Presented in year groups.</p>   |
| <p><b>Equipment</b><br/>We will continually upgrade and enhance our sporting equipment to ensure our children get the highest quality education. This will support teachers and PE specialists, to provide the best education in lesson.</p>  | <p>We will purchase:<br/>30 x Basketballs – 105.58<br/>30 x Hockey sticks- 224.70<br/>Coaching Manuel – 50.81<br/>30 x Bibs with bag - £90<br/>15 x Dodgeball with bag - £95<br/>7 mesh bags for £60<br/>300 x cones for £50<br/>Long Bull nosed Javelin x8 8 - £210<br/>Slazenger Aero Hockey stick bag - £25<br/>Slazenger Dimple Hockey bags -</p> | <p>£1226.09</p> | <p><b>Equipment</b><br/>Children will always have access to equipment in their PE lesson, providing they have quality learning with the best tools to help them achieve their learning.</p>  | <p><b>Equipment</b><br/>We will continually upgrade and enhance our sporting equipment to ensure our children get the highest quality education. This will support teachers and PE specialists, to provide the best education in lesson.</p> |



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|  | <p>£22<br/> Megaphone - £48<br/> Hula Hoops X 12- £20<br/> Kickster Academy - £70<br/> Slazenger intro Tennis Green bucket<br/> - £55.00<br/> Slazenger cricket tennis balls<br/> Allplay Set of 6 x 3 £36<br/> Soft PVC Shot Pack of 4 shots x2<br/> £64</p> |  |  | <p><b>PE Leader and PE specialist:</b> PE specialist will be given time to meet with the PE subject leader to ensure that the entire PE curriculum is being taught to an outstanding standard as well as all needs of all children being catered for. They will look at data and use it to create groups which require that extra learning.</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:   |
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|   |  |                           |  | 33.43%  |
| 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><b>Training:</b><br/>The PE coordinator will continue to attend the borough coordinator meetings. This is sustainable. PE coordinator to research the teaching philosophy of teaching games for understanding.</p> <p><b>PE Leader and PE specialist:</b> PE specialist will be given time to meet with the PE subject leader to ensure that the entire PE curriculum is being taught to an outstanding standard as well as all needs of all children being catered for.</p> | <p>PE coordinator arrange for team teaching and opportunities for observation with NQT and SCITT students.</p> <p>Money will be set aside to cover PE lead and specialist to meet, so they can plan, organise and check where improvements are needed.</p> | <p>£1350</p> <p>£1607</p> | <p><b>Training:</b> Increase confidence in staff teaching PE. Improvements in planning, that allowed to further staffs understanding of PE and enhance skills that they learn during these lesson. Lesson observation and learning walks has shown that PE lessons are high quality; children are actively engaging with the lesson. Dialogue with pupils in Whole school meetings and lessons has shown that children enjoy PE and they are picking up key vocabulary within every lesson. They are able to explain what they did and how</p> <p><b>PE Leader and PE specialist</b> PE lead and PE specialist have further understanding and are increasingly confident in teaching PE to all students.</p> | <p><b>Training:</b><br/>The PE coordinator will continue to attend the borough coordinator meetings. This is sustainable. PE coordinator to research the teaching philosophy of teaching games for understanding.</p> <p><b>PE admin and Coaching:</b> The PE coordinator will support and coach the ECT and new members of staff who have taken over PE lessons. This may well be true for other staff, as more teachers are expected to teach more of their PE. The PE coordinator can liaise with the headteacher to offer support where it is needed.</p> |

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| <p><b>PE admin and Coaching:</b> the SCITT has received her training but will require further support, when she transitions to NQT. This may well be true for other staff, as more teachers are expected to teach more of their PE. The PE coordinator can liaise with the headteacher to offer support where it is needed.</p> <p>We will provide training to NQT and other teachers who require support.</p> <p><b>Training:</b> Barnet Partnership for School Sport (BPSS) membership will provide excellent courses for staff to help PE lead and PE specialist further train and support staff in school with PE.</p> <p>PE lead will join the FA Shooting Stars programme to gain knowledge on how to improve girls' participation in Football.</p> <p><b>Staff:</b> Grant is used to fund support staff for PE lessons, this will ensure that we are able to teach a range of variety of sports to a high degree.</p> | <p>Resources used from the BPSS, will help create plans for PE units. Train NQTs and teachers to further their understanding on how to teach people and how to assess.</p> <p>PE coordinator has signed up to courses over the year to help provide CPD for the school.</p> <p>PE Coordinator has signed up to the FA Shooting stars and will be attending all 3 courses.</p> <p>Grant has been used to pay staff that specialise in PE.</p> | <p>£3588</p> <p>£1350 (part of the same funding)</p> <p>No Grant</p> <p>£2611.24</p> | <p><b>PE Admin and Coaching:</b> NQT has become confident in training outdoor PE and the PE Specialist will check on her progress next year. Teachers have come to PE lead to talk about how to teach PE to the best of their ability.</p> <p>PE coordinator has now become trained on how to teach PE with stories. This has helped teach children learn fundamental skills that they may not have had before KS2.</p> <p>High quality teaching has been delivered by our PE specialist. They use their expertise to help support and provide CPD to teachers as required. PE has consistently been taught well over</p> | <p>PE lead will train and support new members of staff to run a range of interventions using the FA shooting stars programme.</p> <p><b>Staff:</b> The grant will be continuously funding our PE specialists to support our teachers and good practice over the years.</p> |
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|  |  |  | the year. |  |
|--|--|--|-----------|--|

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:  
0.53%

| 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:  |
| Additional achievements:<br><b>Inclusiveness:</b><br>We will set up an additional girl's netball afterschool club in order to promote more girls to become more active and try a new sport in a fun environment. | Due to COVID not able to implement                               | No grant           | No impact due to closure of schools.   | <b><u>Inclusiveness:</u></b><br>We will continue to provide additional after school netball clubs for Year 4 and 5.<br><br>We will re-enter the Dance |

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| <p>We are going to set up an athletics club which all children would be allowed to attend. The club will focus on the basic skills of throwing, jumping and running. There will also be a separate group within the club to allow our gifted and talented children to train for upcoming athletics events.</p> <p>We will run a summer table tennis club, allowing children the opportunity to be physically active during lunch breaks.</p> <p>Money will be set aside to continuously improve our sports day. Which has allowed to include all children of various abilities.</p> | <p>Due to COVID not able to implement</p> <p>Was not able to implement table tennis due to closure of schools, in March 2020.</p> <p>Was not able to implement Athletics club due to closure of schools, in March 2020.</p> <p>Money has been used to provide resources for sports day</p> | <p>No Grant</p> <p>No Grant</p> <p>£300</p> | <p>No impact due to closure of schools.</p> <p>No impact due to closure of schools.</p> <p>No impact due to closure of schools.</p> <p>Children had a positive experience, implementing their skills to a variety of sports based on athletics and Olympic style sports. We had the right resources to allow us to run sports day smoothly</p> | <p>festival to provide a dancing outlet for those who are mainly interested in that level of PE.</p> <p>We will provide athletics club, to all children when bubbling ends.</p> <p>We will organise summer table tennis clubs for children at lunchtime to give them a variety of supports</p> <p>We will continue to improve our sports day, to allow and improve opportunities for all children.</p> |
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| Key indicator 5: Increased participation in competitive sport  |   |  |   | Percentage of total allocation:  |
|--|---|--|---|--|
|  |   |  |   | 14.39%   |
| 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><b><u>Intertournaments</u></b><br/>Children to participate in Football tournaments. Year 6, 5 and 4 all will participate in powerleague tournaments run BPSS. Girls football team participating in these tournaments.</p> <p>A Year 5 Football team was able to participate in a brand new school tournament in Bishop Douglas secondary school</p> <p>League and cups, for Year 6/5 football teams boys and girls, so children are actively participating in tournaments.</p> <p>Netball league, a mixed year 6 team to participate in leagues.</p> <p>Cross country mixed team, year 4, 5 and 6 participating. Increasing children participation cross country tournaments.</p> <p>Tennis club for Year 4, 5 and 6.</p> | We will enter all tournaments, that have been laid out in the intent. | <p>£1350 (See indicator 5)</p> <p>£2517 funding allocated for cover of classes</p> | <p><b><u>Inter- tournaments</u></b> : The following sports teams continued: girls' football, boys' football, Netball, tennis and sportshall athletics.</p> <p>The following sports had B teams: boys' football, Year 5,</p> <p>Football: despite the lockdown, a year 5 A and B team were able to participate in a inter tournament at the end of the summer. All other competitions were cancelled</p> | <p><b><u>Inter-school competition:</u></b> no competition is arranged for next year. This will be reviewed in September and it is hoped competition can continue from September 2021.</p> <p><b><u>Female participation:</u></b> 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> |

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| <p>Increasing children participation cross country tournaments.</p> <p>Summer athletic games, Copthall meet which all children can actively participate in. Year 3 to 6, participate in a variety of games.</p> <p><b><u>Intra tournaments</u></b><br/>Sports days, all children participate in a variety of athletic events during the day.</p> <p>Brookland world cup, children participate in a football tournaments that all children can join.</p> | <p><b><u>Intra-tournaments</u></b><br/>Grow closer with our closest secondary school. An inclusive day which lets children get involved with sports. Children working with children that may have not worked with before across year group.</p> | <p>£300</p> | <p><b><u>Intra tournaments</u></b><br/>Our closest secondary school could not support our sports day due to COVID rules. Children had a positive experience, implementing their skills to a variety of sports based on athletics and Olympic style sports</p> <p>Football world cup had no impact due to COVID</p> | <p><b><u>Intra –tournaments</u></b><br/>We hope to continue sports day and football world cup. Sustainable.</p> |
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| Signed off by   |            |
| Head Teacher:   | J Aylen    |
| Date:           | 16/09/2021 |
| Subject Leader: | K Adjudani |
| Date:           | 16/09/2021 |
| Governor:       |            |
| Date:           |            |