

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 until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Maccabi Primary School of the Year Award Gold Kitemark Award 2015-2016 Gold Kitemark Award 2016-2017 Gold Kitemark Award 2017-2018 Gold Kitemark Award 2018-2019 Gold Kitemark Award 2019-2020 Voted Primary school of the year for PE and school Sport in Hertfordshire 2017 and 2018. PE Leader upskilled and achieved England Netball Level 2 Qualification. PE Leader upskilled and achieved AFPE Level 5 PE Qualification Gymnastics Squad achieving reaching County Finals Speedstacking Team reaching Finals and County Finals Winning friendly tournaments in Netball and Football Winning the Gymnastics Tournament and reaching the finals. Part of the Watford and Hertsmere School Sport Partnership and part of Borehamwood and District Primary School Sports Consortium. Introduced the Daily Mile New Netball Courts and Daily Mile Track marked out through the funding in 2017 Observations indicate that the teaching of PE is “Good or Outstanding” and delivered consistently across the whole school. Data indicates that all pupils are making the required progress across the school Children are working at greater depth in PE across the school are identified and targeted within lessons. Gold Kite Mark for KS1 2019-2020</p>	<p>Promoting swimming further and enabling children in Y6 to swim 25m unaided. Continue to develop opportunities in competitive sport both inter and intra in partnership with the WAHSSP. Continue to develop opportunities for all children to take part in after school clubs and break and lunchtime structured activities. Further develop sports leaders to run activities during lunchtime. Ensure pupil voice takes place across a variety of year groups. Training in inclusive sports for SEND children to provide a wider range of sports for all to access including visual and hearing impairment. Ensure our school takes advantage of all the sports competitions feeding into the school games. Aim to achieve the Platinum award for the school games mark. To continue upskilling class teachers to be able to provide high quality and teaching and learning in PE.</p>

Meeting national curriculum requirements for swimming and water safety.	
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<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>	98%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	99%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	92%
<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>	We had planned to use the sports premium on this for the summer term but due to Coronavirus was unable to.

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: £		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>					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:
Ensure breaks and lunchtimes have the option of active play. Encourage pupils to take part to achieve the CMO guidelines.	PE Specialists train Year 5/6 pupils as play leaders from WAHSSP /PE specialist, allowing them to deliver safe, fun, adaptable, engaging games at break and lunchtimes.		£1600 WAHSSP	Lunchtime clubs provided through playleaders under the supervision of the Midday supervisors.	Ensure Midday supervisors are involved in lunchtime clubs to allow them to be continued without PE specialist. 100% of pupils offered.
Daily Mile/Physical Activity to ensure all pupils continue to undertake additional 15 mins activity each day.	Continuation of the Daily Mile.			All pupils involved in 15 minutes of additional activity every day.	Fit in 15 mins a day firmly embedded in the school day by all staff. 100% pupils taking part.
A broad range of after school clubs offered to all age groups.	Contact local sports clubs/professionals to provide/offer sporting activities to all year groups.			Varied after school club programme offered including Netball, Gymnastics, Football, Dance, Futsal. Between 20 -30 children attend.	Continue with offering a varied sporting programme. A lot of pupils also attend outside sporting facilities. Continue to liaise with families and pupils to ascertain the clubs and activities that pupils want to attend.

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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:

%

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:
All pupils have access to a curriculum that is broad, balanced and relevant. To raise standards in competitive sport	Continue to develop the collaborative work with our partnerships schools, particularly with the WAHSSP to support the development of teaching, learning and leadership.	£1600	<p>Children will learn new skills and be able to take part in new competitions set out by new Government Initiatives.</p> <p>Links will be formed with other organisations and schools</p> <p>Developing core skills of all new sports.</p> <p>Take part in a range of sporting opportunities and competitions offered by the WAHSSP</p> <p>By enabling more competitive sporting opportunities for the children it will enable the school to achieve the gold Kitemark of the Summer 2019 and then to work for Platinum.</p>	100% of pupils in Year 5 and 6 would have taken part in competitive sport both in and out of school.
School challenges and house points linked to PE and used.	Sports challenges set and children challenged for personal best each term. Sports Days and Inter house Tournaments used as a culmination of the house point system in all terms.	£150 for stickers for sports days	All pupils take part in Inter house Tournaments and sports days	Challenges set for each pupil during the lesson and personal bests achieved by all pupils. 100%

<p>PE Staff are confident using all the assessment systems to ensure that planning is appropriate and supports all pupils to make progress</p>	<p>Continue working on increasing opportunities to deepen learning for all pupils across the curriculum, with an increased focus on KS1 and KS2. PE Specialist to share planning and assessment programme to SLT and to staff.</p>	<p>£500 The PE Hub to be purchased</p>	<p>All staff are assessing the children in the same format. Children have all made progress in all areas.</p>	<p>100%</p>
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<p>Celebration Assembly every week on a Thursday morning to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved.</p>	<p>Achievements celebrated in weekly Thursday assembly if children have attended any fixtures over the past week or out of school sporting success.</p>		<p>All children in Year 5 and 6 will have their opportunity to be congratulated in front of the school. Parents sometimes attend.</p>	<p>More parents sending in children's achievements eg swimming/ golf they have done over the weekend demonstrating a wider range of sporting activities. Assembly on Thursday used as a means of reminding children of the importance of all taking part in sport both pupils and staff.</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:
				%
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:
In order to improve progress and achievement of all pupils the focus is on upskilling the staff.	An employed PE specialist teaches PE to the whole school across all Key Stages and upskills members of staff. Improving staff professional learning to upskill teachers and support staff in various areas of PE.		Better subject knowledge for both teachers and support staff so are more confident to take on an active role in lessons. Increased confidence in subject knowledges of all areas of the curriculum Staff team teaching with PE specialist during lessons to demonstrate increased knowledge. Staff more able to lead lessons.	Staff supported to feel confident to deliver PE and sport both within and outside the curriculum in areas identified by staff. Staff demonstrating ability to be able to lead sessions with greater confidence.
Curriculum / assessment document for all areas of PE to continue to be used to plan and assess PE. curriculum map set up for all Year groups	Staff continuing to use the curriculum assessment document from the PE Hub to plan and assess lessons. PE specialist tracking whole classes using the assessment document from the PE Hub and reviewed at pupil progress at the end of each term to see progress. Staff can share progress with PE specialist and vice versa.	The PE Hub £500	Pupil progress is used to discuss physical development of all children and how planning can be reviewed to ensure greatest impact. Children really enjoy PE and sport , are keen to take part and demonstrate a real desire to learn and improve. The children are taught by the PE specialist and class teacher to take children's learning forward.	PE specialist using the assessment grids to identify the progress and next steps for all the children. 100%

Identification of PP children and ensure that they are being provided with suitable opportunities as well as SEN, and the more able pupils.	Inclusion Team to share a list of pupils who are PP with PE specialist. Continue to identify children working at Greater Depth	PE Specialist £2000	All pupils with SEN and PP are working with PE specialist to increase progress in PE.	PE Specialist working with these groups of children every Friday morning. 100%
PE Specialist and SLT to attend leadership training in order to develop practice within PE and establish links with other schools and expertise available.	Participation on course to share practice with colleagues and develop leadership style.	£1600 to WAHSSP	Links with other schools and clubs have been formed and sporting events taken place.	Y5 and Y6 all children taking part in sporting fixtures against other schools.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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:
Additional achievements: Provide support for identified children to support their emotional and behavioural needs through use of outdoor equipment and OT exercises to those children identified.	Friday morning PE specialist works with these groups of children identified by the Inclusion Team and class teachers. Supporting children with their daily OT exercises and other breaks they need during the day.		Outdoor learning area used by small groups of children throughout the day. Staff able to plan to use the outdoor area more effectively and children engaged and challenged appropriately with their learning. Impact of increased opportunities for daily exercise helping improve fine and gross motor skills for children identified.	Outdoor learning skills clearly planned and delivered by the PE specialist and teachers/support staff and children engaged and development evident in photos of learning taken place.

Different clubs provided by outside agencies to introduce children to different sports	SLT and PE specialist to review termly the impact of the current sporting clubs provide opportunities.		New sporting clubs available each term.	100% of children from year REC-Y6 offered after school clubs
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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:
To continue to offer competitive sporting opportunities for all children in Y5 and Y6 against other schools and to offer competitive sporting opportunities to all children from Rec -Y6 In school. Ensure all pupils receive the opportunity to represent the school.	Provide pupils with opportunity to access competition through the school games, including removing barriers such as transport issues so that all pupils can access school sport. Provide intra school competition for every child by the PE specialist.	£185 per coach per tournament Average £60 per minibus per tournament	Year on year improvements on the % of children who have represented their school in competitive sport. School Games Mark achievements highlights the engagement in competitions.	100% of children in Y5 and 6 have the opportunity to take part if they wish too. Complete survey every year to monitor % of pupils representing school in competitive sport and allow us to identify those who have not.

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

Created by:  association for Physical Education  YOUTH SPORT TRUST

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