

# 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](http://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 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"> <li>• The curriculum map for P.E at St Aidan's ensures that the full range of age-appropriate skills are being taught in dance, gymnastics and games (as well as outdoor adventurous activities, athletics and swimming at Key Stage 2).</li> <li>• All teachers and some support staff have attended high quality CPD to develop subject knowledge and understanding of how to improve children's skills in P.E.</li> <li>• Children have opportunities to take part in extra-curricular clubs and competitive sporting events.</li> <li>• In pupil surveys, the number of children at St Aidan's who tell us they think it is important to be physically active and lead healthy lifestyles has increased from 77% to 87%.</li> <li>• Sanjuro is delivered before school three days a week.</li> <li>• Sports Enrichment sessions give children the opportunity to develop additional skills.</li> <li>• An annual dance festival has been introduced to raise the profile of dance and give children the opportunity to perform to an audience.</li> <li>• New resources, including enough balls for every child and more linking equipment for gymnastics, are ensuring teachers can deliver high quality lessons.</li> <li>• Teachers have access to i pads to support feedback and assessment of pupils' progress in P.E.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop some OAA on the curriculum for Y 3-5 in preparation for residential in Year 6 – upskill teachers and ensure provision of resources</li> <li>• Continue to review curriculum map and teacher planning to ensure curriculum is being implemented as intended and appropriate resources are available including some differentiated equipment to meet needs of specific children</li> <li>• Continue to develop assessment framework to ascertain pupil progress against age related expectations</li> <li>• Monitor teaching and learning in PE</li> <li>• Increase opportunities for competitive sport across the school (both intra and inter)</li> <li>• Further develop the range of clubs available to all children</li> <li>• Develop provision for those lacking confidence to join after school clubs</li> <li>• Build a network of sporting contacts to ensure children at St Aidan's are able to access sporting opportunities across Haringey and beyond</li> <li>• Develop physically active learning breaks as embedded practice</li> </ul>

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><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 2020.</p> <p><i>This data represent attainment for pupils in summer term 2019, as swimming provision was curtailed due to COVID-19</i></p>	77% (20/26 children)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	38% (10/26 children can effectively use all three)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% (26/26 children)
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.

Academic Year: 2019/20		Total fund allocated: £18,000		Date Updated: 30.07.2020	
Key indicator 1: The engagement of all 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:
					%
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?:
To increase the number of pupils who participate in 30 minutes of Physical Activity every day		Develop Daily Physical Activity, active learning and learning breaks as embedded practice (Go Noodle, BBS Supermovers, Just Dance , Cosmic Kids – Yoga) Sanjuro before school once a week		£3000	Children all across the school are engaged in PA each day. Regular opportunities for active learning breaks are offered for all classes in Y1-6. These classes all participate in regular Sanjuro sessions.
Improved engagement on playground in Physical Activity		Playground development – playground leaders to lead games and play with other children at break and lunch times			Even though our outside space is small, children have regular opportunities to engage in physical activity with access to the playpod, climbing on the banks, ball games and other organised games in the playground and use of the ballcourt.
Fewer behaviour incidents					
Playground is a happy place					
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:
<p>Targeted intervention for children who are less confident, low self-esteem and potentially poor motor skills etc.</p> <p>Increased knowledge of Health and well-being</p> <p>Healthy Active Lifestyles promoted, endorsed championed and celebrated</p>	<p>Success club run by Fabian Farley, Kyron Painter and Philip Loizou</p> <p>Health and well-being promoted through practical workshops- A Life</p> <p>Share with children how to be more Physically Active both at school and at home</p> <p>Celebration assemblies and events where progress to become more PA is recognised</p>	£6000	<p>Pupil and parent informal and formal feedback on the impact of Success Club on this group of children invited to these after school sessions.</p> <p>Excellent staff feedback on the A-Life sessions</p> <p>Celebration assemblies recognising progress and where children have embraced a more PA lifestyle – increased number of children</p>	<p>Plans to extend Success Club in the Summer term did not come to fruition due to school being closed to the majority of pupils.</p> <p>Continued support from A Life in supporting increased knowledge around health and wellbeing.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	25%
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:
Increase subject knowledge and confidence to deliver all aspects of PE curriculum	Staff audit to ascertain need Match CPD opportunities to need through Haringey PE CPD programme	Cost of Haringey CPD £1500 Supply cover to release teachers £3000	Teachers report high quality of training and impact on their teaching  Pupil feedback via 2019-20 Haringey SHUE survey reports that 98% of children agree or strongly agree they enjoy taking part in exercise and sport	Continued opportunities for staff to engage with high quality PE CPD
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	13%
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:
Children develop team building, trust as well as overall fitness through OAA  To introduce some new activities so that children can find a sport that works for them	Curriculum OAA  Enrichment activities for KS2 offered on Thursday afternoons  Continued work with Arsenal Double Club  Range of clubs for both traditional and non-traditional activities such	Staffing costs £2500	Pupil feedback via the Haringey SHUE survey 2019/20 tells us that 92% of children take part in an after school club one a week (Haringey average 67%) 71% said they do so two or more times a week (Haringey average 43%)  Club registers and numbers show a healthy uptake for a range of activities. The new street dance	Within the guidelines for a COVID-19 safe environment, to enable as many opportunities to offer access to as wide a range of sports and activities as possible.

	as fencing etc		club has proved to be very popular with 33 children attending. Netball club has offered new opportunities for KS2 children.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	13%
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:
Increase number of children taking part in intra school sport	Netball team given opportunities to compete in Haringey tournaments	£2500	New netball team has competed in a number of tournaments and has made links with local schools with an active team for more opportunities for events.	Ensure opportunities are provided for inter and intra sporting activities.
Increase number of children taking part in inter school sport	Opportunities for children to compete in a range of inter and intra school sporting events.		A large number of events were cancelled this year due to lockdown	Haringey cycling league due to resume in autumn 2020

Signed off by	
Head Teacher:	Anne Etchells
Date:	30.07.2020
Subject Leader:	Tom Huntley
Date:	30.07.2020
Governor:	Curriculum Link governor to review
Date:	10.2020