

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Albert Pritchard Infants and Wood Green Junior Federated schools.

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>• Continued to liaise with sports coaches for after school clubs so children are provided with opportunities for lazer tag, archery, bubble football.</li> <li>• Resources have been purchased to help SEN pupils to develop skills.</li> <li>• Have started to work with lunchtime principles to provide positive, active activities at lunchtime. Encouraging all children to participate.</li> <li>• Staff continue to use cross curricular opportunities in the literacy and maths curriculum to teach using PE strategies. [SEP]</li> <li>• Visit from Cricket coach – working with Year 5’s to enhance experiences of the game.</li> <li>• Sports leaders and house captains have more of a role within the school community. Lead activities planned by PE co-ordinator.</li> <li>• All staff have filled out a PE questionnaire to show where their strengths and developments are.</li> <li>• Sports coach worked with with NQTs to up skill and year 2, 6 to tackle obesity percentage.</li> </ul>	<ul style="list-style-type: none"> <li>- Visit from Cricket coach – to teach each class as a taster session and promote Cricket outside of school. <b>This happened with Y1, 3 and 4, although was scheduled with all year groups. We can’t see the impact this had on out of school activity due to Covid 19.</b></li> <li>- Show children how physical activity can take place outside of school (multi gym – KS1). <b>The gym has been put in the KS1 playground and children have been taught how to use the equipment safely. During break and dinnertimes children can choose to access the equipment.</b></li> <li>- Sports leaders and house captains to have more of a role within the school community, planning and delivering (KS2). <b>This needs to continue to be a focus next year.</b></li> <li>- Embed our school values into our PE lessons. <b>Children have been using school values within PE lessons, ensure that they are working hard, giving their best and helping others who may not be as strong in PE as other are. Team work is a big deal within Pe lessons across the school.</b></li> <li>- Continue to work on personal best targets to encourage competition for all. <b>Due to Covid 19 this has not been carried out by all year groups, however all staff have been instructed on how to use them and have shared with them their pupils. The classes that have used the personal best cards have had positive feedback from pupil discussions but need to be embedded further.</b></li> </ul>

<ul style="list-style-type: none"> <li>• Engage less active children in more physical activity.</li> <li>• Provide more opportunities for children to be active in schools. (Travel Ten/Activate)</li> <li>• Show children how physical activity can take place outside of school (multi gym – KS2)</li> <li>• Sports leaders and house captains to have more of a role within the school community, planning and delivering (KS1).</li> </ul>	<ul style="list-style-type: none"> <li>- To embed practice among lunchtime supervisors to provide positive, active activities at lunchtime making lunchtimes more active. <b>Interest from lunchtime staff was given to take part in some extra training. Training was scheduled but didn't happen due to Covid 19.</b></li> <li>- Provide more opportunities for children to be active in schools. (Music and movement) <b>New timetables have allowed for Music and Movement slots weekly. PE lead given staff activity ideas that can be completed during these lessons. Travel for 10 still happens daily. Multigame are now up and running at both school sites. More equipment has allocated for playtimes</b></li> <li>- Sports coach team teaching with <b>all</b> members of staff – use staff questionnaires to support. <b>Sports coach has team taught with all members of staff, however due to Covid 19 not in all areas of PE.</b></li> <li>- PE/PD interventions for children below expectation with PE coordinator to help children develop their physical skills. <b>Children to take part in these sessions were identified. Due to Covid 19 lessons didn't start but this is something we would like to do next academic year.</b></li> </ul>
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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>% <b>Data asked for from Wednesbury swimming baths- Data had been shredded due to GDPR Questionnaire been completed with year 6 children.</b></p> <p>71.7%</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	71.7%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58.3%
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?	Yes/ <b>No</b> Swimming baths had no time to book for any additional slots.

## 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> 2019/20		<b>Total fund allocated:</b> Wood Green Junior - £18,410 Albert Pritchard Infants- £17,770		<b>Date Updated:</b> December 2019	
<b>Key indicator 1:</b> 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					Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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?: <b>Impact will be evaluated at the end of July 2021 in red</b>	Sustainability and suggested next steps:	
- Children to be provided with more time to be active in school each day	- "Travel for Ten" completed by all classes including EYFS. Chn to travel around the playground for an additional ten minutes per day. - Music and movement slots timetabled in each week as additional active slots.	N/A	<ul style="list-style-type: none"> <li>Children are active more during the school day.</li> <li>They know why it is important to be active for both the body and mind.</li> </ul> <p>Children are more active each day. Helps to encourage them to take it into other areas of their lives. They are also more aware of how this impacts they bodies and helps them stay more alert.</p>	<b>This is something we will continue with, as it is a positive part of the school day.</b>	

<ul style="list-style-type: none"> <li>- All pupils have the correct kit to take part in PE lessons. To feel part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>- Tracksuits purchased for year 1, 3 and 5 pupils.</li> <li>- T-shirts purchased for all pupils across the federation.</li> <li>- Parents are reminded of PE kit expectations.</li> </ul>	<p>£1022.95</p> <p>£1812.52.</p>	<ul style="list-style-type: none"> <li>- Allows children to keep warmer outside.</li> <li>- Promotes unity in competitions/lessons.</li> <li>- Children are able to access the PE curriculum safely.</li> </ul> <p>Tracksuits continue to be a success to facilitate all weather activities and makes children feel part of a team.</p> <p>More pupil participation in PE lessons having a positive impact on their health and accessing all of the curriculum.</p>	<p>Tracksuits and T-shirts will need to be replaced as the children grow.</p>
<ul style="list-style-type: none"> <li>- Ensure we have resources to promote new curriculum map to enhance skills specifically in athletics and multi skills</li> </ul>	<ul style="list-style-type: none"> <li>- Buy resources to support new curriculum map/skills breakdown.</li> </ul>	<p>£2,000</p>	<ul style="list-style-type: none"> <li>- Promotes challenge to children in these categories.</li> <li>- Increase competition within school (intra sports)</li> <li>- Gives children opportunities to experience a range of resources.</li> </ul> <p>The new resources have helped to promote the new structure to the LTP and MTP we have mapped out. It has allowed pupils to experience a range of different resources and build their skills using them.</p>	<p>Now purchased, we can use these resources over the years.</p>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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?:  <b>Impact will be evaluated at the end of July 2021 in red</b>	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Encourage activity in PE for all pupils including those less active.</li> </ul>	<ul style="list-style-type: none"> <li>Each child to have their own personal best card to fill in during PE lessons.</li> <li>Teachers to encourage children to be honest with scores and discuss ways they think their scores can improve.</li> </ul>	N/A £50	<ul style="list-style-type: none"> <li>Children to improve skills and stamina over the year.</li> <li>Encourages those less reluctant to join in as they are competing with themselves.</li> </ul> <p>Due to Covid 19 this has not been carried out by all year groups, however all staff have been instructed on how to use them and have shared with them their pupils. The classes that have used the personal best cards have had positive feedback from pupil discussions but need to be embedded further.</p>	Next year to ensure these cards are used with all classes to assess if they are successful with all as they were in the trail last year.



<ul style="list-style-type: none"> <li>- Encourage children to be more active and have awareness of how to be fit.</li> <li>- Encourage further activity during playtimes.</li> <li>- Promote a healthy life style and boost mental well being.</li> </ul>	<p>-Multi-gym for Ks1</p>	<p>£6,000</p>	<ul style="list-style-type: none"> <li>- Children are aware of activities that can help keep them fit and active.</li> <li>- Teaching children correct use of apparatus available in the local area.</li> <li>- Children know how to lead a healthy active lifestyle.</li> <li>- Children gain a sense of enjoyment of being active.</li> </ul> <p>This equipment has been used a lot during playtime with a range of pupils. Pupils now are able to use equipment successfully and choose to use the equipment at playtime/dinnertimes through their own choice.</p>	<p>Continue with promotion of this equipment and ensure each year pupils are taught how to use it correctly.</p>
<ul style="list-style-type: none"> <li>- More active playtimes/dinner times.</li> </ul>	<ul style="list-style-type: none"> <li>- PE co-ordinators to lead training on additional activities that can be used at playtimes. Lunchtime staff to have a go at these activities and have opportunity to ask questions etc.</li> </ul>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• -Children will have more opportunities at playtimes and dinnertimes to be active.</li> <li>- Encourage more pupils to join in with games.</li> <li>• -Health and wellbeing of our pupils.</li> <li>• Increased activity levels at lunchtime.</li> </ul> <p>PE leads had arranged resources and ideas for training to happen with the intent of the above points being successful.</p>	<p>Lunch time training was scheduled to happen with both Key Stage dinner staff at the end of March, we will re-arrange this for next academic year.</p>

<ul style="list-style-type: none"> <li>- PE curriculum map updated and skills progression map created to show progression from EYFS through to year 6.</li> </ul>	<ul style="list-style-type: none"> <li>- PE co-ordinators to create a skills progression map for the key areas of PE.</li> <li>- Ensure the PE curriculum map has good coverage and 'games' are linked to the progression of skills.</li> </ul>	<p>N/A</p>	<ul style="list-style-type: none"> <li>- Staff can see where any gaps in learning might be.</li> <li>- When planning staff can see what skills have come before what they are teaching and what their lessons will lead on to.</li> <li>- Assist children to make age related progress.</li> </ul> <p>Staff has a clear outline of the direction of each lesson. There is a progression of skills throughout the year groups so this limits any repetition (unless needed). Pupils build upon skills they already have and are given opportunity to apply them.</p>	<p>Staff to continue using these new documents and feedback on them next year. This will allow PE leads to update as needed.</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	
<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><b>Impact will be evaluated at the end of July 2021 in red</b></p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>- To ensure staff feel confident in planning, delivering and assessing PE.</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaire given to all staff to see where they feel they are at delivering PE sessions.</li> <li>- Support given by the PE co-ordinators.</li> <li>- PE co-ordinators created skills lists and week to week break down on MTP of suggested activities to be taught.</li> <li>- PE expectations booklet created so all staff are aware of what is expected from PE/PD in our school.</li> </ul>	<p>N/A</p>	<ul style="list-style-type: none"> <li>- Staff to feel confident with planning, delivering and assessing PE.</li> <li>- Pupils will have access to higher quality PE lessons across the school.</li> <li>- Pupils will be able to develop their skills.</li> <li>- Teachers will be up skilled.</li> </ul> <p><b>Teachers have developed an understanding for the way that PE is scheduled across the terms. They now have more equipment that they needs for their PE sessions that is correct for the sports they are doing.</b></p>	<p><b>We will continue to evaluate this next year as it was hard to see the impact due to Covid-19.</b></p>
	<ul style="list-style-type: none"> <li>- Dance Desk membership.</li> </ul>			

<ul style="list-style-type: none"> <li>- Development of PE co-ordinator/staff understanding of PE.</li> </ul>	<ul style="list-style-type: none"> <li>- PE co-coordinator to feedback any information, ideas etc.</li> <li>- Keep up to date with any changes within the PE curriculum.</li> </ul>	<p>£1,000</p>	<ul style="list-style-type: none"> <li>- Have impact on PE lessons delivered across the federation.</li> <li>- Staff will feel more confident in delivery, have more ideas and resources to deliver fun and active lessons.</li> <li>- PE co-ordinator has a greater understanding of the PE curriculum and how to help others use it effectively.</li> </ul> <p>All courses provided key information and activity ideas, which were fed back management, and elements are now used in our school life.</p>	<p>Continue to be a member of dance desk as it keeps PE leads up to date with current PE documentation and provides resources and activity ideas.</p>
<ul style="list-style-type: none"> <li>- Up skill staff with a better subject knowledge.</li> <li>- Staff have a wider range of activities to complete with their pupils.</li> <li>- Ensure pupils are reaching their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>- Sports Coach contracted to support teachers across both key stages. She will work with every teacher in school</li> </ul>	<p>£24,000</p>	<ul style="list-style-type: none"> <li>- A PE specialist teaches pupils once a week.</li> <li>- Staff become more confident at teaching PE impacting the experience pupils will have.</li> <li>- Staff can transfer the skills they have learnt from observation into their own practice.</li> </ul> <p>This year all teachers have worked alongside the sports coach and will have had opportunity to ask questions, observe and team-teach. This develops confidence and</p>	

			<p>allows teachers to upskill their own abilities as well as having chance to target individuals/groups that may need support eg SEND/More able/or to reach ARE.</p> <p>The children have had access to one PE lesson a week being taught by a PE specialist assisting with their progress.</p>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
%

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>Additional achievements:</p> <ul style="list-style-type: none"> <li>- Broaden experiences of pupils within gymnastics.</li> <li>- Get more children involved with gymnastics in and outside of school.</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>- KS1 gymnastic festival. Children are given chances to use equipment we don't have in school.</li> <li>- Promote gymnastic clubs.</li> </ul>	<p>Funding allocated:</p> <p>£150</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p><b>Impact will be evaluated at the end of July 2021 in red</b></p> <ul style="list-style-type: none"> <li>- Children feel confident on gymnastic equipment.</li> <li>- May encourage pupils to join gymnastic clubs outside of school.</li> </ul> <p><b>This got cancelled due to Covid 19 and is going to be rescheduled to next academic year.</b></p>	<p>Sustainability and suggested next steps:</p> <p>N/A</p>

<ul style="list-style-type: none"> <li>- Children that are not reaching age related expectations at KS1 to have intervention with PE coordinator to help develop basic skills.</li> <li>- Children that are not reaching age related expectations in years 3 and 4 to have intervention with PE coordinator to help develop basic skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils identified to have Yoga inspired 20minute session with PE coordinator.</li> <li>- Pupils identified to have active workshop 20 minute session with PE co-coordinator.</li> </ul>	<p>N/A</p> <p>N/A</p>	<ul style="list-style-type: none"> <li>- Pupils will develop skills that they are struggling with.</li> <li>- Have an enjoyment for physical activity. This was scheduled to start from Spring 2 after ideas given from a PE course.</li> <li>- Pupils will develop skills that they are struggling with.</li> <li>- Have an enjoyment for physical activity. This was scheduled to start from Spring 2 after ideas given from a PE course.</li> </ul>	<p>To start next year</p> <p>To start next year</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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><b>Impact will be evaluated at the end of July 2021 in red</b></p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>- Pupils at KS1 have more opportunities to take part in competitions.</li> <li>- Continue providing opportunities for intra sports</li> <li>- Sports Days</li> </ul>	<ul style="list-style-type: none"> <li>- Children get opportunities to apply skills and games taught in school.</li> <li>- Gives a range of pupils opportunities to play against other schools.</li> <li>- Develop a sense of teamwork and leadership.</li> <li>- Sports coach to run intra sports at the end of a half term that involves team games/competitive sports.</li> <li>- House captains to help plan and deliver sports days with PE co-coordinators.</li> </ul>	<p>£50</p> <p>Within sports coach budget.</p>	<ul style="list-style-type: none"> <li>- Children are able to use their skills in competitive situations.</li> <li>- They develop a sense of sportsmanship.</li> <li>- May lead to children joining clubs outside of school.</li> <li>- All children are given the opportunity to compete in competition situations.</li> <li>- Children are more involved in running and setting up</li> </ul> <p><b>A group of children took part in a cricket competition against other schools in Sandwell. These pupils got to experience an out of school competition and to develop resilience.</b></p>	<p><b>Look for further opportunities for KS1 competition next year.</b></p> <p><b>Plan and run more intra sports with more of a pupil lead.</b></p>

			<p>activities.</p> <ul style="list-style-type: none"> <li>- Children will develop life skills eg resilience, team work and social skills.</li> </ul> <p>Intra sports happened between year groups that had 'team games' for each half term. They played a match on the sport they had focused on to help display the skills they had gained during that half terms lessons. It has helped to allow children to apply the skills they have built upon during that half term. Sports coach has been running these intra sports.</p> <p>Sports day didn't happen this year due to Covid 19.</p>	
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Signed off by	
Head Teacher:	C.Clarke
Date:	
Subject Leader:	S. Oakes & K.Edkins
Date:	
Governor:	R.Tranter
Date:	