

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](#) 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:
<ul style="list-style-type: none"> • Continued to liaise with sports coaches for after school clubs so children are provided with opportunities for laser tag, archery, bubble football. • Resources have been purchased to help SEN pupils to develop skills. • Have started to work with lunchtime principles to provide positive, active activities at lunchtime. Encouraging all children to participate. • Staff continue to use cross curricular opportunities in the literacy and maths curriculum to teach using PE strategies. • Visit from Cricket coach – working with Year 5’s to enhance experiences of the game. • Sports leaders and house captains have more of a role within the school community. Lead activities planned by PE co-ordinator. • All staff have filled out a PE questionnaire to show where their strengths and developments are. • Sports coach worked with with NQTs to up skill and year 2, 6 to tackle obesity percentage. 	<ul style="list-style-type: none"> - Visit from Cricket coach – to teach each class as a taster session and promote Cricket outside of school. - Show children how physical activity can take place outside of school (multi gym – KS1) - Sports leaders and house captains to have more of a role within the school community, planning and delivering (KS2). - Embed our school values into our PE lessons. - Continue to work on personal best targets to encourage competition for all. - To embed practice among lunchtime supervisors to provide positive, active activities at lunchtime making lunchtimes more active. - Provide more opportunities for children to be active in schools. (Music and movement) - Sports coach team teaching with all members of staff – use staff questionnaires to support. - PE/PD interventions for children below expectation with PE coordinator to help children develop their physical skills.

<ul style="list-style-type: none"> Engage less active children in more physical activity. Provide more opportunities for children to be active in schools. (Travel Ten/Activate) Show children how physical activity can take place outside of school (multi gym – KS2) Sports leaders and house captains to have more of a role within the school community, planning and delivering (KS1). 	
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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? 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>	% Data asked for from Wednesbury swimming baths- Data had been shredded due to GDPR
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/ No 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.

Academic Year: 2019/20		Total fund allocated: Wood Green Junior - £18,410 Albert Pritchard Infants- £17,770		Date Updated: December 2019	
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					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?: Impact will be evaluated at the end of July 2021 in red	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> - Children to be provided with more time to be active in school each day - All pupils have the correct kit to take part in PE lessons. To feel part of a team. 	<ul style="list-style-type: none"> - "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. - Tracksuits purchased for year 1, 3 and 5 pupils. - T-shirts purchased for all pupils across the federation. 	<ul style="list-style-type: none"> N/A £1022.95 £1812.52. 	<ul style="list-style-type: none"> • Children are active more during the school day. • They know why it is important to be active for both the body and mind. - Allows children to keep warmer outside. - Promotes unity in competitions/lessons. - Chn are able to access the 		

<ul style="list-style-type: none"> - Ensure we have resources to promote new curriculum map to enhance skills specifically in athletics and multi skills 	<ul style="list-style-type: none"> - Parents are reminded of PE kit expectations. - Buy resources to support new curriculum map/skills breakdown. 	<p>£2,000</p>	<p>PE curriculum safely.</p> <ul style="list-style-type: none"> - Promotes challenge to children in these categories. - Increase competition within school (intra sports) - Gives children opportunities to experience a range of resources. 	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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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?: Impact will be evaluated at the end of July 2021 in red</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> - Encourage activity in PE for all pupils including those less active. 	<ul style="list-style-type: none"> - Each child to have their own personal best card to fill in during PE lessons. - Teachers to encourage children to be honest with scores and discuss ways they think their scores can improve. 	N/A	<ul style="list-style-type: none"> - Children to improve skills and stamina over the year. - Encourages those less reluctant to join in as they are competing with themselves. 	
<ul style="list-style-type: none"> - Encourage children to be more active and have awareness of how to be fit. - Encourage further activity during playtimes. - Promote a healthy life style and boost mental well being. 	<ul style="list-style-type: none"> -Multi-gym for Ks1 	£6,000	<ul style="list-style-type: none"> - Children are aware of activities that can help keep them fit and active. - Teaching children correct use of apparatus available in the local area. - Children know how to lead a healthy active lifestyle. - Children gain a sense of enjoyment of being active. 	
<ul style="list-style-type: none"> - More active playtimes/dinner times. 	<ul style="list-style-type: none"> - 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. 	N/A	<ul style="list-style-type: none"> • -Children will have more opportunities at playtimes and dinnertimes to be active. - Encourage more pupils to join in with games. • -Health and wellbeing of our pupils. • Increased activity levels at lunchtime. 	
<ul style="list-style-type: none"> - PE curriculum map updated 	<ul style="list-style-type: none"> - PE co-ordinators to create a 	N/A	<ul style="list-style-type: none"> - Staff can see where any 	

<p>and skills progression map created to show progression from EYFS through to year 6.</p>	<p>skills progression map for the key areas of PE.</p> <ul style="list-style-type: none"> - Ensure the PE curriculum map has good coverage and 'games' are linked to the progression of skills. 		<p>gaps in learning might be.</p> <ul style="list-style-type: none"> - When planning staff can see what skills have come before what they are teaching and what their lessons will lead on to. - Assist children to make age related progress. 	
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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>Impact will be evaluated at the end of July 2021 in red</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> - To ensure staff feel confident in planning, delivering and assessing PE. - Development of PE co-ordinator/staff understanding of PE. 	<ul style="list-style-type: none"> - Questionnaire given to all staff to see where they feel they are at delivering PE sessions. - Support given by the PE co-ordinators. - PE co-ordinators created skills lists and week to week break down on MTP of suggested activities to be taught. - PE expectations booklet created so all staff are aware of what is expected from PE/PD in our school. - Dance Desk membership. - PE co-ordinator to feedback any information, ideas etc. - Keep up to date with any changes within the PE curriculum. 	<p>N/A</p> <p>£1,000</p>	<ul style="list-style-type: none"> - Staff to feel confident with planning, delivering and assessing PE. - Pupils will have access to higher quality PE lessons across the school. - Pupils will be able to develop their skills. - Teachers will be up skilled. - Have impact on PE lessons delivered across the federation. - Staff will feel more confident in delivery, have more ideas and resources to deliver fun and active lessons. - PE co-ordinator has a greater understanding of the PE 	

<ul style="list-style-type: none"> - Up skill staff with a better subject knowledge. - Staff have a wider range of activities to complete with their pupils. - Ensure pupils are reaching their full potential. 	<ul style="list-style-type: none"> - Sports Coach contracted to support teachers across both key stages. She will work with every teacher in school 	<p>£24,000</p>	<p>curriculum and how to help others use it effectively.</p> <ul style="list-style-type: none"> - A PE specialist teaches pupils once a week. - Staff become more confident at teaching PE impacting the experience pupils will have. - Staff can transfer the skills they have learnt from observation into their own practice. 	
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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>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?: Impact will be evaluated at the end of July 2021 in red</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements:</p> <ul style="list-style-type: none"> - Broaden experiences of pupils within gymnastics. - Get more children involved with gymnastics in and outside of school. - Children that are not reaching age related expectations at 	<ul style="list-style-type: none"> - KS1 gymnastic festival. Children are given chances to use equipment we don't have in school. - Promote gymnastic clubs. - Pupils identified to have 	<p>£150</p> <p>N/A</p>	<ul style="list-style-type: none"> - Children feel confident on gymnastic equipment. - May encourage pupils to join gymnastic clubs outside of school. - Pupils will develop skills 	

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

			work and social skills.	
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Signed off by	
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