



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>-Increased the number of targeted groups participate in extra- curricular provision, including SEND and Passive girls (School Strategic Priority)</li> <li>- Year 5 Playground leaders deliver organized activities and increase physical activity for KS1 children at lunch times.</li> <li>-Sports Committee has led, managed and reported on key activities with the support of the PE lead.</li> <li>-Developed playground markings in the KS1 playground to enhance physical activity during break and lunchtimes.</li> <li>-Additional equipment provided to KS2 pupils such as, skipping ropes and hoops to increase physical activity at break and lunchtimes.</li> <li>-Through the School's Sports Committee an exercise gym has been installed in the school playground (Summer 2019)</li> <li>-Increased relationships with external club links- 'London Academy of Gymnastics and Dance (LAGAD)'</li> <li>-Increased opportunities for external companies to deliver sessions in school- 'Sport Education', 'LAGAD', 'Jenner Family' and 'Let's all Dance Live'.</li> <li>-Bronze Sainsbury's School Games Kitemark Award</li> <li>-Healthy Early Years Award</li> <li>-Social School Award</li> <li>-Bronze Healthy Schools Award</li> <li>-Linked with Kingsbury School Sports Partnership to increase opportunities and engagement for competitive sport.</li> <li>-Employment/development of PE Learning Assistant has increased opportunities and participation of pupils in extra- curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Increase pupils' confidence at level 2 competitions through the purchase of sporting kit/ vests.</li> <li>-Increase the percentage of KS2 pupils participating in organized play at lunchtimes through a 'skipping programme'.</li> <li>-Target 'BME' groups to participate in extra- curricular provision.</li> <li>-Achieve Gold Healthy Schools award</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	2017/18: <b>35%</b>  2018/19: <b>42%</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	2017/18: <b>22%</b>  2018/19: <b>31%</b>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	2017/18: <b>12%</b>  2018/19: <b>15%</b>
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?	2017/18: <b>No</b> 2018/19: Additional sessions <b>May-July 2019</b> provided for year 4 children close to achieving 10/25m and for new arrivals year 5 who missed swimming in year 4.

## 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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £23,075	Date Updated: March 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 children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-Employment of PE Learning Assistant to increase opportunities and participation of pupils in extra-curricular activities.	-Ensured all children in Y1-4 have participated in the lunch-time multi-skills/sports club for a minimum of 3 weeks. Class teacher selected most vulnerable children first.	-£20,000	- Discussions with class teacher  -Register of pupils attendance	PE Lead/ PE Learning Assistant to discuss with class teachers which pupils need early interventions to attend lunch time clubs to become more active.
-Sports equipment, such as, skipping ropes, hoops and balls provided to all classes across the school to increase organised physical activity.	-PE Lead/ Family Liaison Officer to order and provide additional equipment for children to use at break and lunch times.	-£200	-Increased percentage of children engaged in physical activity at break and lunch times.  -Reduced behavioural issues reported at break and lunch times.	-Key children from each class responsible for ensuring equipment is used and returned to their classroom each day.
-PE Lead, PE Learning Assistant, and wider school staff to provide daily extra-curricular provision (including lunch times and after school).	-Staff to target key groups of children (including SEND) to attend extra- curricular provision -Daily mile for years 5 & 6 Links to Sustrans	-£300	-Extra- curricular rota to be published around the school.  -Register of pupils attendance  -Child friendly pre and post questionnaires.  -Discussions with class teachers	-Rotate activities on a half-termly basis to increase the percentage of children attending clubs. -Offer a variety of extra-curricular activities. -Draw on wider school staff expertise to deliver extra-curricular provision.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-PE Lead to train 30 Y5 Playground Leaders to deliver organised activities to KS1 children each lunch time. This will directly impact two of the school strategic priorities.	<p>-One day pupil leadership training, including delivery of activities to Y2 class.</p> <p>-Rota created and shared with all leaders. 6-7 leaders to deliver a 25 minute programme of organised activity to KS1 children each lunch time.</p> <p>-Initial launch assembly and trail of programme across 2 weeks in Autumn term.</p> <p>-Regular half termly meetings between PE teacher and leaders to discuss strengths and improvements of programme.</p> <p>-Rotation of rota to enable all leaders to work with different peers and have the opportunity to lead and motivate their team.</p> <p>-PE teacher to order and provide special leadership badges.</p> <p>-Achievement and effort party at the end of Summer term to acknowledge leaders hard work and commitment.</p>	£500	<p>-Increased percentage of KS1 children participating in organised activities at lunch times.</p> <p>-Development of leaders spoken language skills.</p> <p>-Increased confidence in leaders social and emotional intelligence reported by pre and post questionnaires.</p> <p>-Meeting minutes recorded.</p> <p>-Discussions with class teachers.</p> <p>- Certificate of participation provided and children's confidence has grown within their leadership role</p>	<p>-Playground Leadership programme to be monitored and delivered for the academic year.</p> <p>-Leaders to support training and delivery of programme in 2019/20.</p>

<p>-PE lead created a KS2 Sports Committee to support with the planning and delivery of PE related activities, particularly Sports Day.</p>	<p>-PE lead to deliver a short presentation in each KS2 assembly to provide information about the Sports Committee and how to apply.</p> <p>-Once the application process has been completed (application and interview), a team of twenty children will form the Sports Committee.</p> <p>-Sports badges and certificates ordered and distributed during key stage assembly.</p> <p>-Half termly Sports Committee meetings with PE lead.</p> <p>-End of year Sports Committee celebration party and presentation</p>	<p>£24</p> <p>£30</p>	<p>-Sports Committee representing the 'voice' for all children and communicating ideas and suggestions from their peers.</p> <p>-Pupil voice via sports committee questionnaires.</p> <p>-Meeting minutes and delivery of five successful Sports Days.</p> <p>Certificates given and children's confidence has grown within a leadership role.</p> <p>Children recommending the role to class mates- profile of sports leaders raised</p>	<p>-New Sports Committee created during Autumn term 2019 supported by old members.</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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>-PE teacher to successfully complete NPQML course.</p> <p>-PE teacher to support the development of PE Learning Assistant.</p> <p>-CPD opportunities via external coach links.</p>	<p>-Successful NPQML application received.</p> <p>-PE Lead to attend four external course meeting days- cover required</p> <p>-PE Lead to develop and lead a whole school project for a minimum of two terms.</p> <p>-Discussions with PE Learning Assistant regarding expertise, areas of development and career aspirations.</p> <p>-Half termly/ termly club observations.</p> <p>-Regular informal discussions</p> <p>-PE lead to contact local clubs and/or club links formed by the Kingsbury High School Sports Partnership (KHSSP).</p>	<p>£500</p> <p>Free funding</p>	<p>-Embedded pupil leadership programme delivered every lunch time.</p> <p>-Successful completion of NPQML and accreditation awarded.</p> <p>-Increased confidence of PE Learning Assistant to support the delivery of activities during class and lead extra-curricular provision.</p> <p>-Increased opportunities for children to participate in a variety of extra- curricular provision.</p> <p>-Observational notes.</p> <p>-Taster sessions with London Academy of Gymnastics and Dance:</p> <ul style="list-style-type: none"> <li>• Year 1- 11/11/18</li> <li>• Year 2- 18/11/18</li> <li>• Year 3- 22/1/19</li> </ul> <p>-Lead coach confirmed several</p>	<p>-Whole school project maintained.</p> <p>-PE Learning Assistant to deliver regular extra- curricular provision and lead more sessions next year initially led by PE teaching staff.</p> <p>-PE lead created a creative scheme of work which can be used and modified for teaching and learning next year.</p> <p>-PE team to introduce an extra-curricular Gymnastics club.</p>



<p>-Ensure consistency and improved quality of teaching across Year 5.</p>	<p>-Regular planning meetings and lesson debrief between staff to support consistent teaching and learning across the Year 5 PE Curriculum.</p> <p>-Planned Level 1 competitions to apply learning at the end of each scheme of work.</p>		<p>families had paid and committed to weekend Gymnastics coaching at Ark Academy School.</p> <p>-PE Lead more confident in delivery and planning ideas for lessons, particularly when using low and high apparatus.</p> <p>-External basketball coaching delivered during Y4 timetable from the 'Coach Jenner Company' (10/1/19- 7/2/19)</p> <p>-External Tennis Coach delivered to year 2 timetable by 'Sports Education' (25//02/2019-21/05/2019)</p> <p>-Selected children from year 3 and 4 attended paid Tennis sessions (25-02/19-21/05/19)</p> <p>-Consistency of teaching and learning across all four classes evident during initial team teaching at the beginning and end of each lesson.</p> <p>-Children experiencing quality teaching and classes coming together to participate in Level 1 competitions at the end of each scheme of work.</p>	<p>-Increased confidence from PE Lead in appropriately teaching the 'lay up' and creative learning activities across different basketball skills.</p> <p>-PE staff have created a creative Y5 curriculum including new sporting activities such as, Boccia and cross-curricular links with literacy ('The Fireworker's Daughter').</p>
<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>

				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>-Create and deliver an exciting and engaging PE curriculum, including activities not typically delivered during PE lessons.</p> <p>To identify target groups of children and deliver extra-curricular provision suited to their needs.</p>	<p>-PE team to plan a new and exciting curriculum based on children's enjoyment, level of skill and experiences in other curriculum areas to deliver during PE lessons.</p> <p>-PE team to plan and deliver activities based on the needs and interests of the children, including SEND, Pupil Premium and Girl only clubs.</p> <p>-PE lead to discuss with class teachers key children that would blossom from specific clubs.</p>		<p>-Introduction of Boccia during the Year 5 curriculum, exposed children to a diverse activity suitable to all needs.</p> <p>-Introduction of Benchball during the Year 6 curriculum created increased teamwork skills particularly by bridging the gender gap.</p> <p>-Both activities created an interest and need to deliver extra-curricular clubs.</p> <p>-Class teachers and learning assistants reported increased confidence and communication skills with 1:1 children who regularly participated in the Year 2-6 Boccia club.</p> <p>-Year 6 Girls only Benchball club (school strategic priority to support our passive girls). Levels of confidence reported via pre and post social and emotional intelligence questionnaires.</p> <p>Staff invited to participate in</p>	<p>-Continue with targeted group clubs and make links with external agencies to support the delivery of clubs.</p>

	-PE team to make links to new curriculum based on Global goals		weekly club sessions.  Whole school Inset carried out. Finding links with other year group PE – implementing in the new academic year	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-To deliver and plan at least one Level 1 competition for all classes from Year 1-6 (excluding Sports Day)  -To sustain attendance of Level 2 competitions as part of the Kingsbury School Sport Partnership.	-Liaise with the sports committee on the planning and delivery of Level 1 competitions that reflect learning throughout the year.  -To attend a minimum of 6 Level 2 competitions across a variety of sports and festivals.  -To develop the range of opportunities for all young people to attend competitions/festivals including target groups: <ul style="list-style-type: none"> <li>- SEND</li> <li>- Pupils who have never attended a competition</li> <li>- Passive girls</li> <li>- KS1 children</li> </ul>	Part of the KHSSP SLA £4000  Transport costs & cover for teacher supervision App £100 per competition	-Photographs, paperwork and information shared and displayed with staff and children.  -Registers of attendance at the various sporting competitions and festivals.  -Increased self- esteem and confidence experienced from children.	-Continue to invest in the KHSSP.  -Children's success and enjoyment in competitions celebrated in school assemblies to engage and encourage others.