



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](#) 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"> • Increased enjoyment of pupils in PE lessons. Pupils have been making better progress. • Increased quality of PE provision (across lessons, clubs and out of school competitions). • Continuing improvement of teacher confidence in teaching PE (scaffolded by the scheme of work introduced) • Student council resulted in a wide variety of activities and equipment purchased which increased engagement of pupils in PE lessons and sports activities across the school • Increased engagement in Disability and inclusive events resulting in progress in tournaments and participation in inter-schools competitions. 	<ul style="list-style-type: none"> • Development of new teacher's knowledge of PE. Teachers questioned reported low confidence and knowledge in this key stage. • Purchase of more equipment for the new sports being introduced • Additional swimming for one year group and swimming safe rescue skills for all students before leaving KS2 • PE coach to ensure both consistent high-level PE lessons and the up-skilling of PE teaching

Meeting national curriculum requirements for swimming and water safety.	
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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%

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

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:		
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:	
			52%	
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?:
School based PE coach to ensure each child has access to consistent and high-level sports coaching (this coach has been working with use for several years now and therefore can provide progression tailored to each child, based on their coaching in previous years)	Book the pool training and select the students. Increase activity of students for the day.	£1540	Teacher feedback from lessons. Pupil progress and feedback.	Use external agencies who come into school to help train up our Year 6 leaders to encourage more sport at play. (Middlesex and Arsenal)
New and additional PE resources to increase engagement with sport and ensure that all children can engage with multiple sports.	Cover PE coach to be from the same company as previous years (Team Kick Start)	£8000	More confident swimmers (more achieving 25m), higher positioning in school gala.	Ensure continued employment of sports coach (Kick start) enabling delivery of after-school clubs.
Morning swimming session to increase students technique	New/addition equipment for a range of different sports	£3000	In survey of 24 children from years 1-6 they all participate in an average of over 30 minutes per day (some even doing as much as 5.25 hours of school offered sports per week)	Continue offer of addition swimming.
PE coach brought in when school based PE coach is out on competition to ensure consistent			In survey of same pupil voice children, they all felt more engaged with sports which are	Continual reviewing of PE equipment to ensure it is of high quality.

high quality PE			well resourced with new equipment.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15%
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:
Staff, parents and pupils to support the view that PE is an important subject which enhances health and improves social skills.	Staff made aware (especially new September staff) of training opportunities and encouraged to work alongside professional coaches to improve profile development. eg. Arsenal, Middlesex cricket, PE coach, Islington PE package support. Regular celebrations of sporting events. Promotion of sports activities on school website/ social media. School PE records displayed.	£1500 Arsenal package £2000 PE coach from TKS	Staff more confident and enthusiastic about delivering PE. Children enthusiastic about PE and aiming to achieve high outcomes in sessions. PE coach has really promoted training for competitions and team spirit. Students are much more eager to train and improve. Staff planning well-structured PE lessons.	Continuation of successful projects. PE lead in school to be given more time and support to take on this roll. continuation of school PE specialist coach. Train new staff in September, Islington PE support to offer a block of CPD sessions after school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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>Purchase of additional resources. Teachers and pupils will benefit from appropriate resources. Better pupil progress in PE</p> <p>Integration of PE scheme of work to aid teachers in planning and delivering PE. This resource will boost teacher confidence in teaching PE and will therefore result in higher quality PE</p>	New and scaled equipment for alternative contexts for learning (eg Handball / tag rugby)	Funding counted in 'Key Indicator 1'	<p>Better lesson delivery feedback from teachers, lesson observations.</p> <p>Feedback from teachers that their confidence in teaching PE is increasing and they now feel confident in using new resources to teach engaging lessons.</p> <p>Feedback from pupils say that they enjoy and feel like they progress in all PE sessions (including teacher lead lessons)</p>	<p>Constant review of PE resources.</p> <p>Review of scheme of work (focusing on how we can use it as a baseline for teachers to further tailor lessons to their own class).</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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>New contexts for learning. Capturing a wider audience with a wider range of sports and experiences, which are available for all pupils to access. This will allow more children to access sport and find a sport that they enjoy and makes them confident.</p> <p>Opportunities for pupils to participate in a range of sports in a competition context (e.g. hockey, basketball, cross country etc.). This will give children a broad experience of different sports and something to aim for, which will inspire children to achieve greater things in sport.</p>	<p>Purchase of new equipment for a range of sport (e.g. ultimate Frisbee, handball, cricket, boccia)</p> <p>Islington competition package</p>	<p>Funding counted in 'Key Indicator 1'</p> <p>Funding counted in 'Key Indicator 5'</p>	<p>In survey of 24 children from years 1-6 they all are enjoying a wide range of sport. One child specifically said that it was nice to 'be able to try different sports here, not just football'</p>	<p>All resources kept in shared area and teachers made aware of them</p>
--	---	---	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				34%
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 ensure that all children have the opportunity to take part in structured activities outside of the curriculum (particularly in inter-school competition).	<p>Training in specific sports/games by specialist coach.</p> <p>After-school clubs offering a range of sports and sports-based games.</p> <p>Consistent participation in varied sports competitions through Islington's inter-schools competitions.</p>	<p>£4000 Islington sports competition package</p> <p>£4000 TKS coach to run after-school clubs and coach at school competitions</p>	<p>A range of students participating in competitions, PW becoming the school who has entered the most school competitions so far in 2019/20.</p> <p>Increased opportunities for competitive sport has lead to Prior Weston's standing in Islington's inter-school sports leader board rising constantly (3rd overall at last check pre-March 2020)</p> <p>Greater confidence and willingness to take part in inter-school tournaments regardless of the outcome.</p> <p>Student working harder in PE sessions with a view to enter into school teams.</p>	<p>Ensure sports coach's continued employment. Continue to develop intra-school tournaments on site using school sports leader pupils to assist. Offer more opportunities to try out for sports teams. Offer A & B teams where possible.</p>

Signed off by	
Head Teacher:	Fiona MacCorquodale
Date:	29/07/2020
Subject Leader:	Thomas Colledge
Date:	24/07/2020
Governor:	tbc
Date:	