

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18, 870
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18, 870
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18, 870

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.	
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 2021. Please see note above	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	56%
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?	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: 2020/21		Total fund allocated:	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers 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?:	Sustainability and suggested next steps:
Each child has access to consistent and high-level sports coaching.	High-level sports coach employed by the school through Team Kick Start (TKS).	£10,600	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.
All pupils to learn basic sports skills and movements alongside developing their understanding of head/heart side of sport and how these skills are transferable.	Through Team Kick Start we have brought in a new PE curriculum which focuses on engaging all children in our PE curriculum. It does this by getting rid of things that were previous barriers to learning for pupils (e.g. topics around certain sport) and focuses on engaging and challenging all children.		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)	Ensure continued employment of sports coach (Kick start) enabling delivery of after-school clubs.
Allow all pupils the change to learn how to swim by the end of year 6	All pupils from year 4 – 6 have the opportunity to go on a 2 week intensive swimming course to learn to swim and consolidate this.	£6000	In survey of same pupil voice children, they all felt more engaged with sports which are well resourced with new equipment.	Continue offer of addition swimming. Continual reviewing of PE equipment to ensure it is of high quality.

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New and additional PE resources to increase engagement with sport and ensure that all children can engage with multiple sports.	New/addition equipment for a range of different sports (e.g. archery)	£1000		
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:
School based PE coach to ensure each child has access to consistent and high-level sports coaching (this provider 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)	High-level sports coach employed by the school through Team Kick Start (TKS) provider which we have worked with for several years to allow consistency.	Allocation budgeted in indicator 1	In survey of same pupil voice children, they felt that the PE and sports competitions were 'important' within the school. This indicates the profile of PE is high within the school.	Ensure continued employment of sports coach (Kick start) enabling delivery of after-school clubs.
After school clubs and inter-school competitions to raise the standard of sport across the school and thus raising the profile of the school.	High-quality coaches (from Team Kick Start) to run after and before-school clubs.	Allocation budgeted in indicator 1	Prior Weston went to over 10 inter-school events over the course of the year. On top of this, we took boys and girls teams to the Arsenal community football league.	Continue releasing staff to go to competitions.
Continue to go to as many intra-school sports as possible, including	Ensure cover is used (from TKS) to allow sports coaches and staff to go			Aim to go to more competitions in the coming academic year than we did in 2021/22

sports that pupils may not play outside of school and inclusion sports/events.	to competitions and raise the profile across the school and across the borough.	£900		
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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	
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 to have weekly CPD through team-teaching once per week with high-level sports coach from Team Kick Start. This profession development was ongoing throughout the year.	Allocation budgeted in indicator 1	Staff voice showed that staff were more confident and enthusiastic about delivering PE.	Offer CPD through internal and external train sessions.
	regular celebrations of sporting events. This is not limited to school based achievements. Sporting achievements outside of school are celebrated within school based celebrations.	N/A	Pupil voice showed that children enthusiastic about PE and aiming to achieve high outcomes in sessions.	Continue to give constant development every week to staff in the form of joint PE lessons.
	Promotion of sports activities on school website/ social media. School PE records displayed.	N/A	PE coach has really promoted training for competitions and team spirit, and this can be seen in children's eager participation in all sports that the school offers.	Offer development to support staff in the form of support from the coach both in lessons and during break times.
	Promotion of PE through opportunities afforded to all pupils to go to sports clubs and on inter-school sports competitions.	N/A	Staff planning well-structured and effective PE lessons due to increase in confidence (this is show in increased attainment).	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>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>Capturing a wider audience with a wider range of sports and experiences within PE lessons. This will allow more children to access sport and find a sport that they enjoy and makes them confident.</p>	<p>A new curriculum, which focuses on aspects of sport, allows for a wider range of sports and activities that children can access within lessons. Lessons not being tied or linked to specific sports means that each topic/theme can introduce each child to 3/4 new sports (exponentially increasing the range of sports they have access to).</p> <p>Purchase of new equipment for a range of sport (e.g. ultimate Frisbee, handball).</p> <p>Islington competitions allow children to compete in a range of sports throughout the year.</p>	<p>Team Kick start coaching and curriculum consultancy (funding allocated to TKS counted in indicator 1)</p> <p>New equipment funding allocated in indicator 1</p> <p>N/A</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 all sports here'.</p> <p>Participation in all sports clubs is up (all at maximum capacity) and there is a clear demand from pupils to take part in all competitions (this can be seen from the school's ability to field a competitive team in all sports).</p>	<p>Continue to develop curriculum to allow teachers freedom to teach multiple sports within one half-term topic to increase children's range of available sport.</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:
				%
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>To Ensure that all children have the chance to take part in competitive sport outside of school if they want to.</p> <p>To inspire all pupils to compete in competitive sport.</p>	<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>	Allocation budgeted in indicator 1	<p>A range of students participating in competitions. Prior Weston has entered 10 competitions across the school year.</p> <p>Increased opportunities for competitive sport has led to Prior Weston's standing in Islington's inter-school sports leader board rising constantly.</p> <p>Greater confidence and willingness to take part in interschool tournaments regardless of the outcome.</p> <p>Pupil voice of 24 pupils: 90% said that they wanted to compete for the school in a sport that the school takes part in.</p>	<p>Ensure sports coach's continued employment.</p> <p>Continue to develop intraschool tournaments on site using school sports leader pupils to assist.</p> <p>Offer more opportunities for pupils to try out for sports teams.</p>

Signed off by	
Head Teacher:	Fiona MacCorquodale
Date:	25/7/2022
Subject Leader:	T.Colledge
Date:	20/7/2022

Governor:	Awaiting final approval
Date:	tbc