

# 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](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, 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	£19550
Total amount allocated for 2020/21	£19550
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19470
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19470

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<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>Please see note above</p>	69%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	57%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	57%
<p>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?</p>	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: 2021/22		Total fund allocated: £11443.67		Date Updated: July 2022	
<p><b>Key indicator 1:</b> 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</p>					Percentage of total allocation: 58.7%
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><b>Active playground:</b> Continue to create an active-playground for all children by providing opportunities for all children to undertake in 30 minutes of physical activity each day. This will help create a culture of children who are willing and able to be fit and active for life.</p> <p><b>Active travel:</b> Encourage active travel to and from school. Again, this will help encourage children who are active for life.</p> <p><b>Barriers to exercise:</b> Provide opportunities for children who face barriers preventing them to engage in regular exercise (such as those with SEN) to engage in physical activity every day, feel positive about</p>	<p><b>Active playground:</b> Continue to facilitate after-school-clubs that provide opportunities to exercise for all children.</p> <p>Arrange personal best (level 0) challenges that use the existing playground equipment. For example, the monkey bars.</p> <p>Arrange intra-school competitions (level 1) to take place during playtime. For example, dodgeball, football etc. Use the sports crew to help run.</p> <p>Teach the children, in lessons, how to compete in playground games and how to use the equipment safely and appropriately.</p>		<p>£6650 for lunchtime sports coach</p> <p>£1000 for after school club</p> <p>£1000 to cover Ms Bramall to run motor-skills club</p> <p>£500 to cover maintenance</p> <p>£86.67 for red and orange tennis balls</p>	<p><b>Active playground:</b> A sports coach ran sports activities at lunchtimes. He worked with two classes daily for 30 minutes per class ensuring children were more physically active.</p> <p>The sports crew reported that the majority of their classes were active at lunchtimes and playtimes and were confident to use the equipment and organise their own games.</p> <p>The sports crew helped run playground games for example javelin and speedbounce competitions. 42 children competed in the speedbounce in Year 5 and 37 in the javelin in</p>	<p><b>Active playground:</b> the sports crew will continue to run activities next year; the school will continue to hire a coach to run competitions</p> <p><b>Barriers to exercise:</b> Ms Brammall will continue to run her intervention.</p> <p><b>Active travel:</b> Ms Clarke will continue in her role.</p>

<p>exercise and take an active role in every PE lesson. We want all children to feel willing and able to be physically active and enjoy taking part in sport.</p> <p>Encourage girls to take a more positive approach to exercise by providing more opportunities to compete competitively and by teaching them about positive, female role-models. Females are an underrepresented group when it comes to physical exercise and in particular sport.</p> <p><b>Outside of the school day:</b> Arrange links with outside sports-clubs and encourage children to join them; encourage exercise outside of school such as active travel.</p> <p>Continue funding attendance of school sports clubs and activities and holiday clubs</p>	<p>Continue to use Non-Stop-Action to provide a play-leader at lunchtimes who will run Level 1 competitions with two classes per day.</p> <p><b>Active travel:</b> Travel plan coordinator (Ms Clarke) to coordinate Bikeability, Walk to School Week and the TFL Stars Community Project in order to encourage active travel to school.</p> <p><b>Barriers to exercise:</b> Consider any barriers (such as cost) that prevent children from attending sports clubs and work to remove them.</p> <p>Arrange for pre-teaching of PE lessons to take place for children who would benefit from it (boosting self-esteem and skill acquisition).</p> <p>Ms Brammal to continue to run a motor-skills intervention to help all children access sport and PE.</p> <p>Arrange for students from local girls' school Henrietta Barnett or mixed school Christ College to attend to deliver PE workshops for Years 3 and 4 students.</p> <p>Mr McGwinn to run a sports club aimed at children who may struggle</p>	<p>£207 for footballs to ensure there is more than one per child in a lesson</p> <p>£2100 to cover extra lunchtime activities to keep children active</p>	<p>Year 6. In the tug of war competition, over 100 children took part across all the year groups. This means the children were active at break times.</p> <p>The site managers Mr Adolphe and Mr Shepherd worked hard to keep playground equipment maintained to ensure it was in regular use. The impact being the more equipment available the more children can be active. Highlights include keeping the netball goals working and playground climbing equipment.</p> <p><b>Barriers to exercise:</b> Ms Brammall runs her intervention group weekly which helps the targeted children to access physical activity.</p> <p>4 Children had their after school clubs paid for removing a barrier to them being physically active. This meant they were active after school when they otherwise would not have been.</p> <p>Mr McGwinn ran a football club that was attended by 12 girls and 12 boys allowing them to be more physically active on the days of training but also making them more confident moving</p>	
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	to access sport outside of the school day (for a variety of reasons).		<p>forward. Year 6 teachers reported that the children were empowered to lead sessions during PE lessons.</p> <p>Unfortunately, Henrietta Barnett were unable to attend this year.</p> <p>A relationship was built Farm Walk Tennis Club and 8 children were generously provided with free lessons by the club</p> <p><b>Active travel:</b> the travel plan helped children be more active on their way to and from school. Ms Clarke did an excellent job arrange over a dozen events alongside her travel ambassadors. This meant she was able to maintain the TFL gold award. Highlights include over 300 children reporting active travel to school.</p>	
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<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:
	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: £0	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Sustainability and suggested next steps:</p>



<p><b>Leadership and social skills:</b> Create explicit opportunities - particularly within PE lessons -to help the children develop resilience, determination and self-belief, and instil values and virtues such as friendship and fair play.</p> <p><b>School celebrations:</b> Share the outcomes of school sports and competitions to the school community.</p> <p>Celebrate active lifestyles such as walking to school or extra-curricular sports.</p> <p><b>PE award:</b> Continue to promote PE award to share celebrate achievements and positive attitudes with school sport and PE</p>	<p><b>Leadership and social skills:</b> Have specific social-skills in mind when planning lessons. Have explicit opportunities in lessons for leadership such as captaining teams, refereeing and coaching.</p> <p>Arrange for children to officiate in both inter and intra sports competitions. For example, in the boccia tournament that the school hosts (if permissible under Covid rules) or during in-house sports festivals.</p> <p><b>School celebrations:</b> Update the website/latest news/newsletter to promote the school's achievements and participation in sports. Include updates from training and practise sessions to instil the idea of sport and activity being a habit.</p> <p>Continue to use the newsletter and website to promote sport within the school and to advertise opportunities outside of school.</p> <p><b>PE award:</b> Buy certificates and discuss during lessons and assemblies the virtues and attitudes that are perquisites to winning the award. Give the award in assembly with a short speech from the PE coordinator celebrating the success.</p>	<p>Cost of certificates otherwise everything else is established.</p>	<p><b>Leadership and social skills:</b> 4 children from Year 5 attended the boccia tournament in order to officiate and lead which they did well. The children reported feeling more confident in leading. On sports day, 30 children from Year 6 and 5 helped lead the racing events in the afternoon.</p> <p><b>School celebrations:</b> 13 PESPPA events were celebrated on the school website and 26 events were celebrated in the newsletters, helping raise awareness about sport and physical activity and giving the children a feeling of pride.</p> <p><b>PE award:</b> The PE award was given out weekly during assemblies giving children a feeling of pride in their PE achievements.</p>	<p><b>Leadership and social skills:</b> the children from Year 5 who attended the boccia festival are keen to compete and officiate again in Year 6.</p> <p><b>School celebrations:</b> events will continue to be celebrated.</p> <p><b>PE award:</b> The school still has PE certificates and this can continue to be used.</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:
				11.37%
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: £2214	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b><u>Coaching and supporting staff:</u></b> providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school	<b><u>Coaching and supporting staff:</u></b> PE coordinator to run workshops to support teachers in delivering high quality PE lessons and teach more effectively PE coordinator to observe, team-teach and be observed by other teachers. PE coordinator to support year groups to plan their schemes of work as appropriate.	£1114 additional hours for PE coordinator £1100 to cover staff attendance at PE training	<b><u>Coaching and supporting staff:</u></b> PE coordinator has run weekly workshops to Year 5 teachers who have reported feeling more confident. A tag rugby workshop was run for Year 4 teachers. Teachers reported feeling more confident. One teacher from every year group has observed the PE coordinator or team-taught with the PE coordinator. A basketball workshop was run for all Year 6 teachers. Year 6 have implemented the ideas and reported feeling more confident and enthused about teaching PE. Two Year 6 teachers observed the PE co-ordinator teaching a netball lesson which gave the opportunity to improve staff experience and confidence. PE coordinator was able to observe all Year 6 teachers which helped create a dialogue to improve standards and teaching.	<b><u>Coaching and supporting staff:</u></b> A PE INSET is planned after the school break. All teachers are remaining in post meaning they can continue to improve their competence and confidence in teaching PE.



			PE coordinator supported year groups to plan their schemes of work: OAA in Year 3, football in Year 6 and netball in Year 4.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 12%
<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: £2339	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>Offering a range of sports:</b> We intend for our school offer a range of activity that helps create children who are willing and able to take part in physical activity for life. This will take the form of informal competition via partnerships with other schools, offering a range of extra-curricular activities after school and a broad curriculum.	<b>Offering a range of sports:</b> Ensure current after-school provision continues and look at expanding the offering.  Liaise with partner schools about organising informal competitions around a range of extra sports.	£2339 on resources to maintain the appropriate levels of equipment for different sports	<b>Offering a range of sports:</b> A range of sports continue to be offered in lessons, after school and as part of competitions: dance, gymnastics, athletics, baseball, cricket, rounders, netball, basketball, tag rugby, football, hockey, tennis, boccia, dodgeball, European handball and table tennis are all offered in the school.	<b>Offering a range of sports:</b> the curriculum for next year continues to represent a range of sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
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: £3547</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><b><u>Competition within lessons:</u></b> Low-stakes competition is at the heart of our PE curriculum with children looking to beat personal bests or win in small-sided games and activities. This is because competition is a great motivator toward being physically active.</p> <p><b><u>Competition on the playground:</u></b> Low-stakes competition – such as small-sided games or personal best challenges - on the playground during lunch and playtimes will help encourage children to be physically active. This will also help feed into sports teams such as the athletics team. Equally, we intend for our children to have opportunities to improve their thinking and social skills; playground competition which help facilitate this.</p> <p><b><u>Competition outside of school:</u></b> The chance to represent the school, be that at festivals, competitions or</p>	<p><b><u>Competition within lessons:</u></b> PE co-ordinator to support staff to plan for and implement lessons that have competition at the heart.</p> <p><b><u>Competition on the playground:</u></b> A sports coach to be hired to work with two different classes a day in order to encourage them to take part in fun, low-stakes competition.</p> <p>PE co-ordinator to run lunchtime clubs aimed at children beating their personal bests e.g in long jump or javelin.</p> <p>PE co-ordinator to organise a rota for the green sports pitch to ensure meaningful competition (i.e. to ensure the pitch is not overcrowded).</p> <p>Ensure there is enough equipment, such as table-tennis paddles, for children to organise their own</p>	<p>£1300 for Barnet Partnership for School Sport</p> <p>£2227 for PE coordinator to run additional morning clubs</p> <p>£30 for new football shirts to ensure there is enough for two teams playing simultaneously</p> <p>£6650 for lunchtime sports coach (see indicator 1</p> <p>£195 for transport to events</p>	<p><b><u>Competition within lessons:</u></b> PE co-ordinator supported every year group through skills workshops, team-teaching, observations and support with planning to ensure teachers know how to plan for and implement competition within lessons.</p> <p>Mr Shepherd and Mr Adolphe spent time maintain the long jump pit to allow for intra (and inter) school competition.</p> <p><b><u>Competition on the playground:</u></b> Sports coach ran two sessions daily on a rotation basis. School council or gave positive feedback and classes look forward to their day.</p> <p>A rota is in place for the green-pitch and football competition takes place daily with a high turnout from each class.</p>	<p><b><u>Competition within lessons:</u></b> PE INSET next year is set to focus on using competition as a motivating tool within lessons.</p> <p><b><u>Competition on the playground:</u></b> Sports coach will continue to be hired; the rota for the green pitch will continue; Equipment remains in stock and a rota for the table tennis will be introduced to ensure all children get a fair go.</p> <p><b><u>Competition outside of school:</u></b> <b><u>school:</u></b> a range of competitions will be entered next year as always.</p> <p><b><u>Competition for harder to reach groups:</u></b> There are plans to book more festivals and events for those who may not get the chance.</p>

<p>the London Youth Games, is a fantastic motivator and helps encourage children to be active for life. It can also create a sense of pride and togetherness within the school community. As such, we intend to provide opportunities for increased competition outside of school.</p> <p><b><u>Competition for harder to reach groups:</u></b> We intend for all children to be willing and able to take part in school competition. As a result it is important to ensure children who traditionally are less likely to take part in competition, get an equal opportunity to do so. This will include children with SEN, pupil premium children and girls.</p>	<p>informal playground competition.</p> <p><b><u>Competition outside of school:</u></b> Renew subscription of Barnet Partnership for School Sports (BPSS) service. Enter leagues for mixed football, girls' football, mixed netball and mixed tag rugby. Run training sessions before school for football (autumn term) and for tag rugby (spring term). Play B and C fixtures where appropriate.</p> <p><b><u>Competition for harder to reach groups:</u></b> Liaise with the SEN Coordinator about taking part in SEN specific events.  Liaise with the PE coordinator from Brookland Junior School, about arranging events that are inclusive of pupil premium children.  Ensure opportunities for female competition is equal to or more than female competition.</p>		<p>There is enough equipment for children to run informal games and competitions. For example, the table tennis table is in constant use.</p> <p><b><u>Competition outside of school:</u></b> Mixed football, girls' football and netball leagues all entered their respective leagues. 19 different players have played for the mixed football team including a B team fixture. Two teams entered the Barnet football tournament. 17 different players have played for the girls' football team including extra B team fixtures. Two teams entered the Barnet football tournament. In March 2022 the girls' football team came 5<sup>th</sup> in the London Youth Games meaning they are one of the best teams in London. In May 2022 the girls' won the Barnet Playoffs winning a trophy. In June the Barnet Athletics competition took place with 44 children from all year groups taking part.</p> <p><b><u>Competition for harder to reach groups:</u></b> Competition to support children who may not otherwise get the</p>	
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			<p>opportunity took place with a boccia festival at Brookland school. 12 children attended including leaders who had not represented the school before.</p> <p>A year 5 girls' football festival was entered at Bishop Douglass school with 12 girls attending the majority of whom had not represented the school before.</p> <p>A tag rugby festival at Livingstone was entered with a mixture of boys and girls (12 players in total) the majority of whom had not represented the school before.</p>	
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Signed off by	
Head Teacher:	Mrs Eileen Bhavavr
Date:	July 2022
Subject Leader:	Mr Paul McGwinn
Date:	July 2022
Governor:	
Date:	