



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

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 PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. We recommend regularly updating the table and publishing it on your website 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](#).



Key achievements to date (end of 2017/18):	Areas for further improvement and baseline evidence of need (to think about in 2018/19):
<p>Reviewed the PE curriculum ensuring a broad range of sports are covered</p> <p>Additional basketball club started for children who were considered least active</p> <p>In-house training provided by Kim Henderson (PE consultant)</p> <p>Profile of PE raised through use of assemblies, newsletters and school website</p> <p>Increase in number of children taking part in competitive sport and successes of individual teams</p>	<p>PE to become a PPA subject to raise the profile of the subject</p> <p>Reflect on changes to the school PE curriculum</p> <p>Targeting the needs of SEND children</p> <p>Targeting the needs of least active children and disadvantaged children</p> <p>Targeting the needs of non-swimming</p> <p>Increase the equality of opportunities for girls and boys</p> <p>Increase the opportunity for competitions in Years 3 and 4</p>

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?	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	9%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	21%
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?	No not yet, but are hoping to during 2018/19

\*Schools may wish to provide this information in April, just before the publication deadline.

Academic Year: 2017/18	Total fund allocated: £15,503	Date Updated: September 2018		
<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 impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Encourage an increase of physical activity for all children at play and lunchtimes in order to help children become more physically literate.</p> <p>Encourage an increase in physical activity for those children who are currently less physically active.</p> <p>Encourage an increase in participation during P.E lessons, especially taking into account children who forget kit or who have injuries.</p> <p>Provide additional provision for children with motor-skills difficulties.</p> <p>Travel plan initiatives e.g Bikeability, walk to school week</p>	<p>P.E coordinator to arrange for Level 0 (personal best) activities to occur during lunch and playtimes. This to focus on use of learning powers (to encourage resilience and respectfulness).</p> <p>Staff to be trained in playground games to encourage a culture of regular physical activity.</p> <p>Canvass children about which equipment they would like to see and what sports they want to take part in during play and lunchtimes.</p> <p>Develop the P.E policy and consider how best to ensure all children take part (take into consideration injuries or forgotten kit).</p> <p>Speak with class teachers/SENCO about children who would benefit from additional motor-skill support.</p>	<p>New equipment - £1951</p> <p>£140 – staff costs</p> <p>£1082 – club payments for children</p>	<p>New basketball nets bought and set up after children said they would like this. Has proved popular and Mr Johnson has set up playtime games utilizing the equipment.</p> <p>Staff have been trained in skipping games by Lizzie Cox from Skipping Workshops. Each child took part in an hour's session and were able to continue playing these games during break times.</p> <p>18 targeted children regularly attend the new basketball club.</p> <p>11 children have their sporting after school club paid for (e.g dance club, football club etc)</p> <p>P.E policy created with policy on targeting children who forget kit (spare kit, letters sent home and phone calls to parents). P.E policy written with support from Kim Henderson (P.E consultant)</p> <p>Spare kit made available via the P.E coordinator.</p> <p>Children who are unavailable through injury have been able to help set up events, referee and coach when appropriate.</p> <p>After school clubs attended by 171 children.</p> <p>Table tennis bats and balls bought after school council expressed an interest.</p>	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>All sustainable.</li> <li>As staff leave new staff can be trained in playground games.</li> <li>P.E policy to be assessed annually and updated as appropriate.</li> <li>Maintain relationship with Barnet Bulldogs.</li> </ul> <p><b>Next steps –</b></p> <ul style="list-style-type: none"> <li>Encourage greater participation during playtimes, possibly by giving staff members specific roles.</li> <li>Think about links with sports outside of school and arrange taster sessions if possible.</li> </ul>

			<p>Has proved popular at lunchtimes with support from lunchtime supervisors.</p> <p>Barnet Bulldogs came and offered a taster session and 12 children then regularly attended a Monday after school club at Christ College.</p> <p>Motor skills intervention took place for 3 hours per week with 12 children. Children improved and were able to take part more readily in PE lessons.</p> <p>Every Year 3 child received Bikeability training, totaling 8 hours. All children are now able to ride a bike and those more confident were able to learn new skills, e.g signaling or basic safety checks</p> <p>The school took part in Walk To School Week which saw an increase in the amount of children walking, scooting or cycling to school</p>	
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<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
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School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Children should be aware of competitions that the school takes part in and how they can participate in the future through the use of assemblies, the P.E noticeboard and the school website.</p> <p>Every child should be given the opportunity to lead an activity during P.E lessons.</p> <p>Learning powers and how they can be demonstrated during P.E lessons to be a focus in planning.</p>	<p>Meet with website coordinator and arrange for articles to be written about school competitions.</p> <p>Use newsletter and website to update and share sporting achievements.</p> <p>Use assemblies to praise sporting achievements and participation.</p> <p>Use of noticeboard to share achievements and activities.</p> <p>Use of mini-reporter to feedback on events.</p> <p>Speak with head teacher about the most efficient way of adding information to the</p>		<p>Silver medals and gold medals given out in assembly for sportshall athletics.</p> <p>Trophies from Barnet Athletics Meet shown in assembly and displayed in the front entrance.</p> <p>Basketball team talked about their second place finish in assembly.</p> <p>All football league and cup games reported in the school newsletter along with other sports.</p> <p>Website used to promote success of sports teams.</p>	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>All sustainable.</li> <li>Sporting events are mainly attended through use of free TFL travel.</li> <li>For other, longer distance events – private travel can be booked.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Think about creating a school Twitter to regularly update on sporting events.</li> <li>Move beyond just focusing</li> </ul>

	<p>newsletter.</p> <p>Get photographs of children participating in sports (inside and outside of school) and share successes.</p> <p>Give any medals etc out in assembly time.</p> <p>Arrange a competition for a mini-reporter. Winner to attend events.</p>		<p>Photos of sports teams placed on the website and on the noticeboard.</p> <p>Two mini reporters attended and reported on the Barnet Athletics meet.</p> <p>All children given opportunity to lead a session in PE.</p>	<p>on competitions by sharing successes within PE lessons.</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:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>In order to improve progress and achievement of all pupils the focus is on upskilling the staff.</p> <p>NQTs to be given additional P.E opportunities as part of their training.</p> <p>P.E coordinator to attend training sessions and feedback to the wider school staff.</p> <p>P.E coordinator to create a P.E policy.</p>	<p>Survey the staff and discuss what subjects/topics they most want help and support with. Discuss what form they want this to take (e.g exemplar lessons, support with planning, new resources etc).</p> <p>Speak with Kim Henderson (PE consultant) about how best to deliver support.</p> <p>Speak with NQT coordinator/NQTs about course availability and what they would like to attend.</p>	<p>£1020 (for training)</p> <p>£870 (for staff cover)</p>	<p>Kim Henderson attended and worked with the P.E coordinator to develop the P.E policy.</p> <p>Kim Henderson worked with teachers in years 3-5 to demonstrate lessons in athletics, gymnastics and dance. 100% of staff reported feeling more confident in delivering these topics.</p> <p>NQTs attended training in athletics and two gymnastic courses.</p> <p>Staff had training in skipping games (see Key indicator 1).</p>	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>All sustainable.</li> <li>However, staff retention needs to be considered. If staff members leave, plans can be re-used.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Kim Henderson to be used again, to continue the upskilling of staff.</li> <li>P.E coordinator to attend more training and Barnet coordinator meetings to share good practice.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Increase the amount of competitive sport the school takes part in (currently – mixed basketball tournament, girls’ football tournament, boys’ football tournament, outdoor athletics and a mixed netball tournament).</p> <p>Increase number of after school clubs (currently gymnastics, multi sports, lower school football, girls football, boys football, high 5, dance and street dance)</p> <p>This will help create a wider enthusiasm for a range of different sports which will have an impact on children now and hopefully encourage them to continue to lead an active life as they leave school.</p>	<p>Enroll with the Barnet Partnership for Sport in order to access Level 2 and 3 sports competitions.</p> <p>Canvass the children about which additional sports they would like to take part in at a competitive level, during lessons, with the school council, and at playtime.</p> <p>Buy new equipment if appropriate.</p> <p>Arrange new clubs in-house if appropriate</p> <p>P.E coordinator to arrange practices during lunch and break times.</p>	<p>Barnet Sports Partnership - £1100</p> <p>Transport - £1395</p> <p>Facility hire - £97</p> <p>New equipment - £1951 (see indicator 1)</p> <p>Staffing for clubs - £140 (see indicator 1)</p> <p>Skipping workshop cost - £550</p>	<p>New events taken part in (Sportshall Athletics, Barnet Big Schools League, Martin Football Cup, Dick Bailey Cup). Sportshall athletics was successful with the team finishing first in Barnet. They then followed that up by winning the Barnet Athletics Meet. The football team came second in their league and reached the Martin Cup quarter-final and Dick Bailey Cup semi-final.</p> <p>Every child in the school took part in the trials for the Barnet Athletics Meet. All children in years 5-6 took part in trials for the sportshall athletics.</p> <p>New after school clubs introduced (basketball with 18 regular attendees and dance with drama (27 regular attendees). Basketball has proven successful with the team finishing second in the Barnet tournament.</p> <p>Skipping was introduced as a one-off event with every child taking part. This has been added as a regular playtime activity.</p> <p>Skipping workshops were offered to 100% of children (see Key indicator 2).</p> <p>Table tennis was introduced as an extra play and lunch time activity.</p>	<p>Sustainability –</p> <ul style="list-style-type: none"> <li>All sustainable.</li> <li>TFL is used so transport costs are sustainable.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Maintain what we do but continue to speak to school council/sports crew about what they would like to be offered.</li> <li>Think about forming links with outside agencies to encourage sport out of school.</li> </ul>
Key indicator 5: Increased participation in competitive sport				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:  <b>Sustainability</b> <ul style="list-style-type: none"> <li>All sustainable</li> </ul>
<p>100% participation in at least two intra-school competitions.</p> <p>An increase in the number of inter-school competitions, via the school-games.</p>	<p>Enter the BPSS tournaments.</p> <p>P.E coordinator to run sports teams (boys and girls football, mixed basketball, mixed netball sports hall athletics and outdoor athletics).</p> <p>P.E coordinator to support each year group in running an intra-sport competition in the summer term.</p>	<p>Barnet Sports Partnership - £1100 (also see key indicator 4)</p> <p>Transport - £1395 (also see key indicator 4)</p> <p>Facility hire - £97 (also see key indicator 4)</p>	<p>100% of children were given the opportunity to take part in at least two different intra-sport competitions (sports day and a year group equivalent).</p> <p>Level 0 competitions have taken place in the playground with 148 children taking part in attempts to beat their personal bests (skipping challenges, vertical jump, speedbounce, standing long jump and obstacle courses).</p> <p>(See Key indicator 4 for list of new competitions taken part in).</p> <p>54 children attended outdoor athletics.  10 children attended basketball  30 children attended sportshall athletics.  16 children attended netball/high 5  24 children played for the boys' football team  16 children played for the girls' football team</p>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Think about opportunities for females in particular. Mixed teams could be utilized as well as some female-only events.</li> <li>Canvass children about any other competitions they would like to take part in and consider their viability.</li> <li>Encourage inclusivity by entering SEN specific events.</li> </ul>