

# 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 **31<sup>st</sup> 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"> <li>• St. Monica's won the overall 'Stay Home Stay Active Award' in the Borough.</li> <li>• St. Monica's has achieved the School Games Award for the Autumn and Spring terms of 2019/2020.</li> <li>• St. Monica's has achieved the Virtual Games Award for 2019/2020 during Covid -19.</li> <li>• Gabriel 6Y won the overall Outstanding Contribution to Primary School Sport Award in the Borough.</li> <li>• St. Monica's showcased their high standard of gymnastics achievement for NQT's in Enfield.</li> <li>• Our Year 4 team won the Gymnastics Festival in the Borough.</li> <li>• Recruitment of outside specialist coaches to support delivery of PE and School Sport.</li> <li>• Four new teachers have qualified to teach 'Forest Schools'</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to develop a support package for NQT's within school.</li> <li>• To provide and offer more CPD in areas of need for staff to improve confidence and competence when teaching physical education.</li> <li>• Continue to support student teachers to deliver high quality PE.</li> <li>• To continue to develop physical activity within EYFS as part of their outdoor provision.</li> <li>• Continue to use ICT in all physical education lessons.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<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>N/A Due to Covid 19, swimming lessons did not take place. However, St. Monica's joined the Swim Charter initiative to ensure that all our Year 5 children learnt about water safety before the summer holidays.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>N/A</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A

## 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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £19,250		<b>Date Updated:</b> 13/7/20202	
<b>Key indicator 1:</b> 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: 75%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£14,450	
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?	
<ul style="list-style-type: none"> <li>Introduce breakfast and after school clubs to encourage children to come to school earlier and get involved in activities.</li> <li>Develop ‘Scoot’ in school to encourage more pupils to cycle, walk or scoot to school. St. Monica’s is now a ‘School Street School’.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a member of staff to implement these activities (possibly a TA or ex pupils)</li> <li>Introduce activities to engage all pupils (like shake and wake)</li> <li>Purchase some scooters and bikes to teach children how to scoot and cycle.</li> </ul>		<p>£2,000</p> <p>£1000</p>	<ul style="list-style-type: none"> <li>112 children attend breakfast and after school club which includes ‘Wake and Shake’ and multi skills. 100% of our pupils engage in these activities.</li> <li>Due to Covid, we are still in the process of buying the bikes and scooters.</li> </ul>	
				<ul style="list-style-type: none"> <li>Aim to increase numbers at breakfast and afterschool club.</li> <li>TA to work with member of staff and ex pupils to upskill them so that we do not need to employ a specialist coach.</li> <li>We are part of Stay Active’ with Sustrans through the Borough</li> <li>Continue to work with pupils and parents to encourage them to cycle, walk or scoot to school.</li> </ul>	

<ul style="list-style-type: none"> <li>• To continue to deliver activities to ensure all children get an extra 30 minutes of physical activity per day.</li> <li>• Two hours of physical education per week.</li> <li>• Active lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Purchasing of new PE equipment and replenishing equipment lost or damaged from the previous year to ensure enough equipment for all children. Also, equipment for breakfast and after school clubs.</li> <li>• A curriculum map that provides a broad and balanced curriculum</li> <li>• Resurfacing the Reception playground with lots of markings for increased physical activity plus a cycle track</li> <li>• Lunchtime staff and play leaders to receive training to keep knowledge up to date</li> <li>• Maintenance of outdoor and gym equipment. Some gym apparatus needed to be changed(safety)</li> <li>• Identifying members of staff to undertake the running of clubs</li> <li>• SLT supporting/protecting curriculum time.</li> <li>• • Sports kits/running vests/ dance costumes</li> </ul>	<p>£1500</p> <p>£5170</p> <p>£1500</p> <p>£390</p> <p>£1900</p> <p>£250</p>	<ul style="list-style-type: none"> <li>• ‘Enhanced, extended, inclusive extra-curriculum and participation</li> <li>• More confident and competent staff</li> <li>• Enhanced quality of delivery of activities</li> <li>• Improved standards</li> <li>• Positive impact on whole</li> <li>• School improvement Positive attitudes to Health and well being</li> <li>• Improved behaviour and attendance and reduction of low-level disruption</li> <li>• Prioritising PE to have use of the hall</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to explore sustainable methods to increase the variety of activities at St. Monica’s</li> <li>• To continue to provide two hours of high-quality PE a week</li> <li>• To continue to train young leaders to run activities at Lunchtimes</li> <li>• To continue to make links with outside agencies in the local community</li> </ul>
--	---	---	---	--

	<ul style="list-style-type: none"> <li>Tennis lessons for Year 2 and Year 3</li> </ul>	£740	<ul style="list-style-type: none"> <li>Lots of children have continued with lessons</li> </ul>	
<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: 7%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£1,300
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?	
<ul style="list-style-type: none"> <li>Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</li> <li>Weekly newsletter</li> <li>Extra notice boards in school to raise the profile of PE and Sport for all visitors and parents.</li> <li>- Role models - local sporting personalities so pupils can</li> </ul>	<ul style="list-style-type: none"> <li>Achievements celebrated in assembly (match results + notable achievements in lessons etc.). - Different classes to do dance/gymnastics displays in class assemblies.</li> <li>Buy notice boards and arrange to have them fixed.</li> <li>Ascertain which local</li> </ul>	£300	<ul style="list-style-type: none"> <li>All pupils at some point in the year have taken part in assembly. - <b>Parents have attended assemblies but due to Covid, no assemblies have taken place since March.</b></li> <li><b>The notice board will be bought. They will be eventually be full of fixtures /news and results.</b></li> <li>- To date there has been</li> </ul>	<ul style="list-style-type: none"> <li>The SLT has seen the benefits of the raised profile and is committed to funding these areas using the Primary PE and Sport Premium.</li> <li>Update new awards on the boards</li> <li>Continue to keep links with</li> </ul>

<p>identify with success and aspire to be a local sporting hero.</p> <ul style="list-style-type: none"> <li>To introduce a Sport's council</li> </ul>	<p>personalities the pupils relate to and invite them into school. Claire Spurway worked with the juniors for 6 weeks</p> <ul style="list-style-type: none"> <li>School to vote for their own council</li> </ul>	<p>£1000</p>	<p>two local personalities who have spoken in assembly and have taken sessions</p> <p><u>WIDER IMPACT AS A RESULT OF ABOVE</u></p> <ul style="list-style-type: none"> <li>Pupils are very proud to be involved in assemblies and achievements in our newsletter which is impacting on confidence and self-esteem.</li> <li>Increased self-esteem/confidence are having an impact on learning across the curriculum.</li> <li>There are over 40 extra pupils than last year attending clubs in the community which is complimenting activities in school and in the curriculum</li> </ul>	<p>former pupils and sports personalities</p> <ul style="list-style-type: none"> <li>To use self- review criteria to evaluate - improvements that can be made around physical education at our school and make continued improvement in the long-term</li> </ul>
---	--	--------------	--	--



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	£1000
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:
<ul style="list-style-type: none"> <li>To continue to train and develop PE staff and increase skills and experience to support and engage a greater number of pupils through additional sports activities</li> <li>For PESS leaders to undertake local authority accredited courses and disseminate to other staff.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer CPD to all staff.</li> <li>To employ specialist coaches to work alongside teachers to support the delivery of PE and School Sport.</li> <li>Ensure that time is provided for the PESS leader to disseminate information.</li> </ul>	£1000 to cover staff for training  As above	<ul style="list-style-type: none"> <li>Increased pupil participation</li> <li>Enhanced inclusive curriculum provision</li> <li>More confident and competent staff</li> <li>Enhanced quality of teaching and Learning</li> <li>Increased capacity and sustainability</li> <li>Improved standards</li> <li>Positive attitudes to health and well-being</li> <li>Improved behaviour and attendance</li> <li>Improved pupils' attitudes to PE</li> <li>Positive impact on whole school improvement</li> </ul>	<ul style="list-style-type: none"> <li>This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum</li> </ul> <p>Due to Covid, not all actions were completed.</p>

			<ul style="list-style-type: none"> <li>Ensuring strong, sustainable effective links to the Games Legacy and Olympic and Paralympic Values</li> <li>Positive impact on middle leadership Newly qualified teachers to receive school induction</li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 13%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£2500
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:
<ul style="list-style-type: none"> <li>Additional achievements: To have additional activities available at break and lunchtimes as well as further options for Take 10 sessions that all pupils and classes will be able to access and use.</li> <li>Continue to offer a wider range of activities both within and outside the curriculum in order to get more children involved</li> <li>Focus particularly on those pupils who do not take up additional PE and Sport opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Arrange a pupil survey to ascertain what pupils would like</li> <li>Staff to be made aware of possible coaching courses to support delivery of clubs.</li> <li>Buying into the Enfield</li> </ul>	As above  £2500	<ul style="list-style-type: none"> <li>Increased pupil participation</li> <li>Enhanced, extended, inclusive extra-curriculum provision</li> <li>Enhanced quality of delivery of activities</li> <li>Increased staffing capacity and sustainability</li> <li>Improved standards</li> <li>Positive attitudes to health and well being</li> <li>Improved behaviour and attendance of low-level disruption</li> </ul>	<ul style="list-style-type: none"> <li>No survey done due to school closing in March.</li> <li>All courses were not completed due to Covid but will catch up next year.</li> <li>Completed the work in the Reception playground and the astro turf alongside the playground so that the children have</li> </ul>

			<ul style="list-style-type: none"><li>• Positive impact on whole school Improvement</li><li>• Easier pupil management</li></ul>	more space to be active.
--	--	--	---	--------------------------

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:
<ul style="list-style-type: none"> <li>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. The following staff will undertake the afPE accredited courses and disseminate to other staff on pupils:</li> <li>To improve the quality of lessons and ability to host intra and inter house competitions against other schools in the borough to allow more children to participate</li> </ul>	<ul style="list-style-type: none"> <li>Baseline pupils so that impact can be measured over time. -</li> <li>Establish dates when cover is required and appoint cover staff. - - Ensure that time is provided for school-based working.</li> <li>Arrange friendly competition – inter/intra school – use the local sport partnership.</li> </ul>	As above	<ul style="list-style-type: none"> <li>Better subject knowledge for both TAs with the HLTA confident to take a more active role in lessons/lunchtimes etc. –</li> <li>Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. –</li> <li>Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions</li> </ul> <p><u>WIDER IMPACT AS A RESULT OF ABOVE</u></p> <ul style="list-style-type: none"> <li>Skills, knowledge and understanding of pupils are increased significantly - see note about end of key stage attainment targets } Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve.</li> </ul>	<p>Due to Covid, lots of our matches/ games had to be cancelled.</p> <p>Due to Covid, lots of CPD courses were cancelled but the subject leader meetings and updates continued on Zoom.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Karen Borley
Date:	12 <sup>th</sup> July 2020
Governor:	
Date:	