

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:

- St. Monica's won the overall 'Stay Home Stay Active Award' in the Borough.
- Effective collaboration between PE and PSHE curriculums to enhance pupil's understanding and participation of healthy lifestyles.
- Effective skills, understanding, knowledge and resources shared amongst staff to ensure all pupils with additional needs can fully participate and achieve in all aspects of the PE curriculum.
- Opportunities for school sports participation for vulnerable groups.
- High-quality sports coaches supporting delivery of PE curriculum, use of correct resources.
- High uptake of clubs in the local community by children in our school due to promotion of local clubs especially cricket where a high number of children attend. Winchmore Hill Cricket Club, Conway Tennis Club are well represented teams across the age groups.
- No child misses out on after school sports provision because of cost.
- Range of after school sports offered is wide and varied to appeal to all and to allow children to experience sports and activities that they would not normally play.

Areas for further improvement and baseline evidence of need:

- Continue to expand school and community links by utilising the school website and newsletter to signpost parents and children to opportunities within the community.
- To continue to develop provision for 30 minutes of daily physical activity through the introduction of a daily activity break. This will be even more important as the vast majority of children return after a long time away from the school environment.
- Implement a more rigorous intra-sport program so all children have a chance to take part in competitions.
- Further enhance access and school sports enrichment opportunities for pupils with SEND.
- Increase % of 'Outstanding' PE lessons through PE Lead coaching teachers in planning, delivery and assessment of PE curriculum: through modelling opportunities to participate in competitive sport.
- Continued investment in resources for the teaching of P.E. Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports.
- Further use Sports Premium to enhance children's mental health and wellbeing.

Planning

At the time of writing (July 20), we have been through a period of school closure and partial closure with only Reception, Year 1 and Year 6 in school alongside Key Worker children from June 1st.

We are expecting all children back in September 2020 but the school will have to follow Government guidelines. This may mean that we have fewer clubs and extra- curricular activities than normal, at least in the short term. The ability to teach the full range of P.E and provide equipment for active playtimes will be impacted. The school is committed to active healthy pupils as we appreciate that the best way to fight the virus is to promote healthy active lifestyles but we will put pupil and staff safety first.

Review (July 21)

All children returned to school in September with strict guidelines. We continued with our PE lessons in our bubbles and entered many challenges in the Borough and with the London Youth Games, all children participated in these challenges. However, schools closed once again at Christmas. When we returned in March, we immediately put extra playtimes to encourage lots of physical activity and we incorporated lots of movement during our maths, science and English lessons. We also managed to secure swimming lessons for all our Year 5 children. Unfortunately we were not able to resume all clubs due to mixing of bubbles and the increased risk of new covid variants. However, in the last half term, we did have Year 6 football and netball after school clubs using a combination of qualified coaches and support staff.

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £7,982	Date Updated Sept 20th		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £7,982
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Installation of a new Astroturf</p>	<p>Make sure your actions intended are linked to your achievements:</p> <p>A whole new playing surface for children to play on. Children have more space and freedom to explore and play new games and activities.</p>	<p>Carry over funding allocated:</p> <p>£7,982</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils' re-engagement with school. What has changed?</p> <ul style="list-style-type: none"> Enhanced quality of delivery of activities Improved standards Positive impact on all staff and pupils. Enhanced, extended, inclusive extra curriculum and participation School improvement Positive attitudes to Health and well being 	<p>Sustainability and suggested next steps and how do this link with the key indicators on which you are focussing this academic year:</p> <p>Continue to use this AstroTurf for increased playtimes and activities.</p>

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.	The children did have a water safety lesson, this was implemented by the teaching staff.
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.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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: £19,600		Date Updated: 30/06/2021	
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: 16%
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	
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all		Purchase of additional PE resources to support PE sessions e.g. Racquets/ Balls. All sports and activities taught in PE sessions to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in lessons.		£1247.49	
Access to high quality resources during after school clubs. Enough quantity of resources to enable access for all		Purchase of additional PE resources to support after school club sessions. Plus, a widening of resources to allow additional sports to be covered in clubs. All sports and activities taught in after school clubs to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in sessions.		£800	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?	
				Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons. Equipment audit by PE coordinator linked to planning.	
				Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in clubs. Equipment audit by PE coordinator linked to club planning shows all activities are well resourced.	
				Sustainability and suggested next steps: Continued monitoring of PE resources for wear and tear. Purchasing plan to ensure all sports are adequately covered.	
				Continued monitoring of PE resources for wear and tear and purchasing plan to ensure all sports offered as after school clubs are adequately covered. Continue to widen range of resources so a wider variety of sports can be offered.	
£ 3037.49					

Created by:



Supported by:



<p>Access to increased range of high quality resources to facilitate active play</p>	<p>Purchase of additional playtime resources and replacement of lost or broken resources.</p> <p>Children have access to a wider range of resources which encourage active play both on the playground and on the school field during the summer months. Children's play is more active.</p>	<p>As above</p>	<p>Observations include increased participation by KS2 pupils in use of cricket equipment and large scale throwing activities in summer term.</p> <p>Audit by play leaders shows activities are well resourced.</p> <p>Positive feedback.</p>	<p>Continued monitoring of playtime activities and freshening up of new resources to ensure continued interest and participation.</p>
<p>Funding for sports coach to run lunchtime active sports sessions once per week</p>	<p>Use external sports coach and create a rota for children's access to ensure all children can participate across the year</p>	<p>£495</p>	<p>Every child has option to take part in club across the year leading to more active playtimes.</p> <p>Register of club attendance kept to ensure access for all.</p>	<p>If popular and funding allows, we will look to run the club on more than one day.</p>
<p>Funding for sports coach to lead specialist coaching sessions for small groups from KS2 across range of sports.</p>	<p>Use external sports coach and create a rota for KS2 children's access to ensure all children can participate across the year with a focus in those preparing for sports teams or competitions.</p>	<p>£500</p>	<p>Every child in KS2 receives some specialist coaching during the year. Improved skills of individuals and groups leading to improved performance in competitive sport over a period of time.</p>	<p>Maintain coaching over a period of time so individuals can develop skills.</p>
<p>Staff training on active PE sessions Post Covid-19.</p>	<p>CPD on safe PE practices post Covid19 with non-contact sport and activities that are suitable to follow the guidelines.</p>	<p>Staff Meeting time.</p>	<p>All teachers to attend or have delivered some PE specific training on safe PE sessions.</p> <p>Teacher confidence improves and all guidelines are met for running safe sessions.</p>	<p>Maintain high standards of PE during Covid restrictions.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
Intent	Implementation		Impact	£2541
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?
Improved access to resources and training for staff will lead to improved behaviour at playtimes	Improved resources will widen the range of activities on offer for children to take part in active play at lunch times	£500	<p>Children are more active at playtime and as a result behaviour improves and pupils are healthier and happier.</p> <ul style="list-style-type: none"> Playground observations by governors and SLT show good engagement of all Pupil voice shows positive view of active playtimes Behaviour tracking shows less incidents of poor behaviour. 	Continue to monitor lunch time behaviour and adapt lunchtime offer to ensure children are engaged over time and behaviour continues to be of a good standard at lunchtimes
FSM and SEND children are planned for and lessons and clubs facilitate full engagement of all children	FSM are supported in accessing extra-curricular activities whether it be through supporting financially attendance at clubs, school journey (Hilltop outdoor activity centre) or provision of sports equipment or kit.	£2,041	<p>Good uptake of extracurricular clubs by FSM children.</p> <ul style="list-style-type: none"> Attendance registers for clubs show all targeted children take up offer at least once during the year. Nine children attended Hilltop. 	Monitor take up of FSM children for extra-curricular clubs and target children who do not participate.
Improved use of the Forest School area to support the Curriculum and children's mental health and wellbeing	Purchase of additional equipment that will allow easier high quality access for all children to Forest School area both as part of the curriculum and during play	TBA	<p>Forest school space is used more frequently in planned curriculum activities and for play and extracurricular activities</p> <ul style="list-style-type: none"> SLT and governor observations of outdoor learning space 	Monitor success and engagement of SEND children in PE sessions and adjust provision over time

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			11%	
Intent	Implementation		Impact	£2240
<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:</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>Staff training to facilitate active playtimes. More children partake in independent or structured active activities at playtime.</p>	<p>All staff including teachers, teaching assistants and lunchtime staff to attend in school training to promotion of physical activity to support this.</p>	<p>Inc. above.</p>	<p>Children are more active at playtime and as a result behaviour improves and pupils are healthier and happier. Training records</p>	<p>Continued focus on training of staff who support playtimes.</p>
<p>Staff to work alongside external coaches during Japan Olympic event. (Athletic focus) Use skills learnt in own teaching</p>	<p>School focus event over 2 weeks with coaches from a range of sports invited in to work with children across a range of sports.</p>	<p>£960</p>	<p>Enhanced planning and teacher confidence in the delivery of a variety of sports following observation of externally led sessions.</p>	<p>Maintain links with external coaches and develop a timeline for additional 'try it out' sessions in school that teachers can attend.</p>
<p>EYFS Teaching Assistant training</p>	<p>Opportunity to observe specialist coaching sessions. EYFS teaching assistant to observe other settings and how they use resources to make the most of active play and PE curriculum for EYFS children.</p>	<p>£500</p>	<p>Feedback to PE coordinator Adaptation and development of active play choices for EYFS children in our own setting. Feedback to SLT Observations and learning walks of EYFS spaces</p>	<p>Continue with close links to other schools to learn from each other.</p>

Forest School Training for a member of staff.	Another member of staff has had specialist training in Forest School Training.	£780	<ul style="list-style-type: none"> • Increase pupil participation • Enhanced, extended, inclusive extra-curricular provision • More confident and competent staff • Enhanced quality of delivery of activities • Improved standards • Positive impact on whole school improvement 	To continue raining for all staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils N.B Sports clubs will initially not be run as a result of Covid-19 restrictions. This will be reviewed half-termly				Percentage of total allocation:
				19%
Intent	Implementation	Impact	£3750	
<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>Continue to offer a wider range of activities both within and outside the curriculum in order to get more children involved.</p> <p>After school clubs subsidised to ensure children can access any clubs they wish and do not miss out through cost.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Buying into the Enfield</p> <p>Subsidy put in place and records kept of uptake for subsidised clubs.</p>	<p>Funding allocated:</p> <p>£3750</p> <p>As above</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed:</p> <ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curriculum provision • Enhanced quality of delivery of activities <p>Increased pupil participation Enhanced inclusive curriculum Provision</p>	<p>Sustainability and suggested next steps:</p> <p>Keeping registers as evidence for increase participation.</p> <p>Maintain subsidy where possible at points throughout year. Ensure clubs are well publicised to parents and children.</p>

<p>Specific children’s attendance at clubs are fully funded where necessary. Range of after school clubs is wide and varied to give the children a range of experience. Japan Olympics 2021:</p>	<p>Specific children targeted and encouraged to take up an after school club Clubs meet the varied interests of children within the school and cover all the main sports. The school always aims to have at least one sport that the children may not have experienced before. Use of premium to keep cost low and ensure that no child misses out through cost. Additional clubs to be decided upon after consultation with children.</p>	<p>As above</p>	<p>More confident and competent staff Enhanced quality of teaching and Learning Increased capacity and sustainability Improved standards Positive attitudes to health and well-being Improved behaviour and attendance Improved pupils’ attitudes to PE</p>	<p>Maintain range of clubs to suit the needs of the school and look for providers who can offer alternative sports and activities.</p>
<p>Bikeability Cycling training leading to increase confidence when riding bikes onroads and general cycling skills.</p>	<p>Road Safety for all year 6 children. Supply cover for adult supervision.</p>	<p>Sustrans. FREE</p>	<p>Increase pupil participation Increase confidence</p>	<p>Leaflets and advice on cycling and road safety sent home Course booked for academic year</p>
<p>Scootability training leading to increased confidence when riding scooters and more awareness of other pathway users</p>	<p>Road safety and safe use of scooters for Year 2 pupils.</p>			

Key indicator 5: Increased participation in competitive sport N.B Competitive sports events will initially not be run as a result of Covid-19 restrictions.				Percentage of total allocation:
				4%
Intent	Implementation		Impact	£732
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:
Continued promotion of local sports clubs. More children to take up sports outside of school.	Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families.	£100	Build on success of take up of current pupils at Winchmore Hill Cricket Club. 24 players from school have joined this cricket club over last 2 years and make up a good proportion of teams in different age groups. 12 children have joined Conway Tennis Club.	Work closely with local clubs and coaches to promote the opportunities in local areas. Publicise local clubs and events.

Signed off by	
Head Teacher:	Kate Baptiste
Date:	27 th July
Subject Leader:	Karen Borley until May 2021 New PE Leaders from June 2021: Sally Warrington & Kathryn Duffy
Date:	27 th July 2021
Governor:	Fionnula Hegarty
Date:	