

# 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](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 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.

## Work in progress due to Enforced COVID-19 school closure

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- See previous report for a detailed list.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase the opportunities for KS1 to participate in different activities and events.</li> <li>- Make the KS1 curriculum more skills based rather than linking this to a specific sport.</li> <li>- Ensure that we assess children's swimming ability and book top-up swimming lessons.</li> <li>- Continue to develop CPD of staff.</li> <li>- Work towards Platinum School Games Award.</li> <li>- Focus on children being sporting leaders.</li> <li>- Continue to increase activity of least active/least confident.</li> <li>- Continue to provide more clubs for girls e.g. cricket with the aim of entering the girls' cricket tournament.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55%

<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>	<p>Yes/No</p> <p>No due to COVID-19. This was planned for summer term.</p>
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## 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: 2019/20		Total fund allocated: £20,000	Date Updated: 1.6.20	
<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:
				35%
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>-Active lessons in class – ‘Maths of the day’ and timed activity breaks.</li> <li>- Active playgrounds</li> <li>-Play leaders in KS1 and sports ambassadors in KS2 to encourage children to play active games.</li> <li>- Staff to run an additional early morning club (sensory circuits) to get more children active who struggle with concentration.</li> <li>- The mile to be high profile.</li> <li>- Whole school assemblies based on PE</li> <li>- Inter house competitions run by</li> </ul>	<ul style="list-style-type: none"> <li>- Sports/Play leaders – a new cohort have been trained by PASS and are currently running activities for Y1-2.</li> <li>- Sports ambassadors currently lead activities on the KS2 playground and have been to a training event with PASS.</li> <li>- Termly personal challenge set by PASS – this is aimed at competition and raising level of fitness and interest. Also aimed to encourage children to beat their personal best.</li> <li>- On our school heat map, ensure maths lessons are more active.</li> </ul>	£7000	<p>Pupils have enjoyed mixing PE and maths; being active really makes a difference to engage and motivate. Chn’s attitude to maths is positive when Maths of the Day activities are used.</p> <ul style="list-style-type: none"> <li>- Charlton Athletic Club came in for a term to work with year 4 for 6 weeks with a focus on healthy living.</li> <li>“I enjoyed having Charlton Athletics coming into school, it has helped me understand how to be healthy and introduced me to some fun games I can play. It was fun and exciting.” Year 4 child.</li> <li>- Standards achieved in PE NC are improving</li> <li>- Sports Leaders: provided children with the opportunity to develop their social, communication and organisation skills</li> </ul>	Continue to embed physical activity into the school day through active travel to and from school, active playgrounds, and active teaching. Some pedometers have been ordered to use next year; we can track how many steps children taken in the school day. Class teachers can go through the registers to ensure each child gets a turn. This could encourage children to

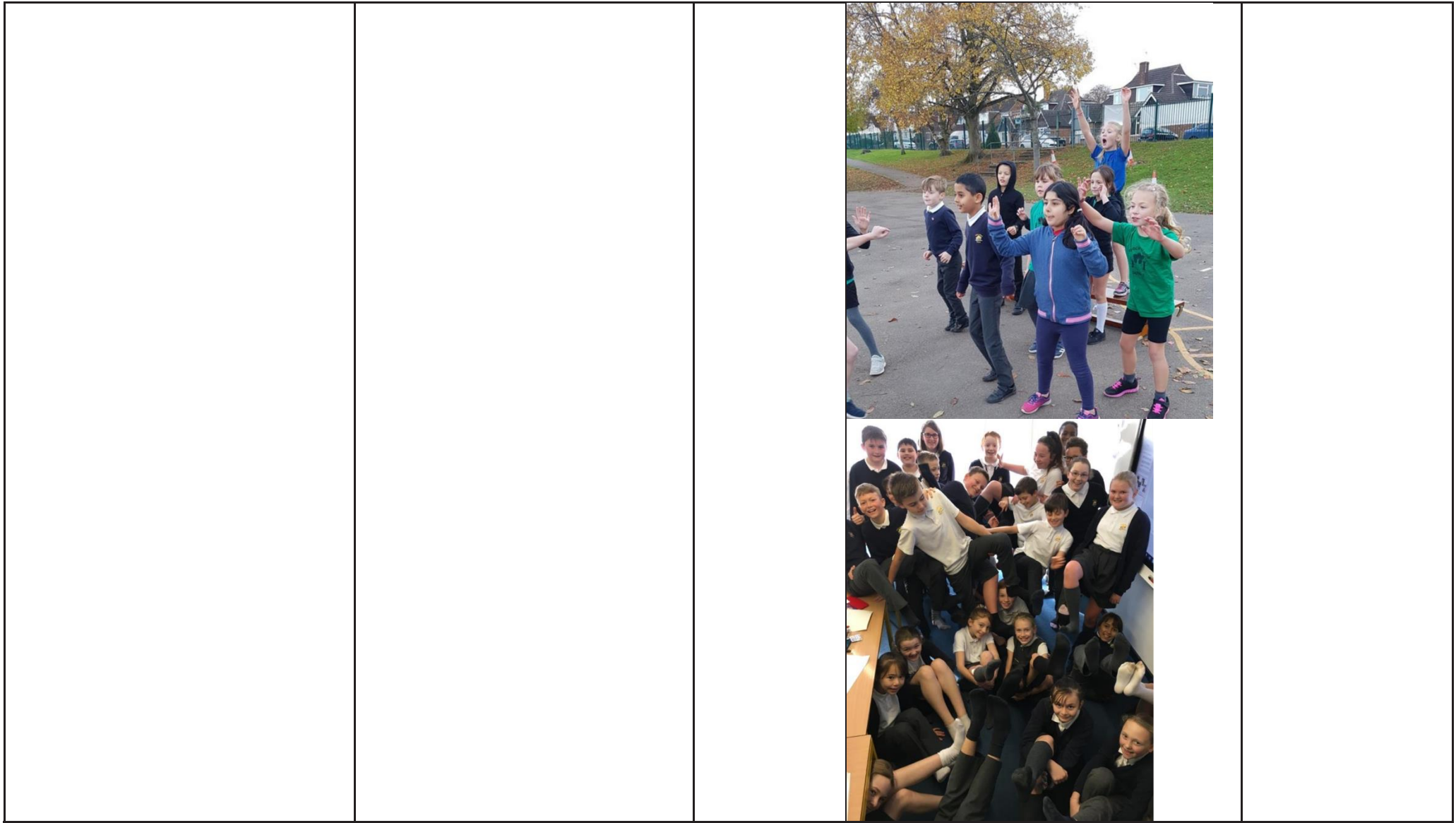
<p>individual year groups.</p> <ul style="list-style-type: none"> <li>- Termly PE challenges.</li> <li>- Active Boards</li> </ul>	<ul style="list-style-type: none"> <li>- We encourage activities in our breakfast, after school club and at lunch times by having staff lead games on the active boards we have in school and use of the table tennis equipment at lunch time.</li> <li>- Courtney Tulloch and Gianni Frankis came into lead two separate assemblies. Gianni lead a whole school fitness circuit in the hall that every child took part in.</li> <li>- New basketball hoops for the Year 3 and 4 playgrounds.</li> <li>- New lunch time equipment has been ordered to increase activity at lunch times.</li> <li>- Mile competition was run to encourage children to want to complete the mile.</li> <li>- Active Boards used for lunchtimes to increase activity and also for selected less active children with sports coach</li> </ul>		<p>through leadership roles in sport and having regular meetings with our PE lead.</p> <p><i>Year 6 sports ambassador: I liked being introduced to new games during our training session. I also enjoyed going down to KS1 and encouraging children to play different games. Receiving my sports ambassador badge in assembly made me feel proud."</i></p> <p>Sports leader impact: "The sports ambassadors were delegated a certain area on the rota system. They introduced a selection of inclusive PE activities for Year 3 and 4. Ranging from skipping, hopscotch, hula hoops and racquet games to name just a few." TA and mid-day meal supervisor.</p> <ul style="list-style-type: none"> <li>- Table tennis tables have given additional opportunities for active lunchtimes. They have also added a competition element.</li> <li>- Children in KS2 love to play 4 square and encourages children to be competitive but to also follow the rules and encourage each other.</li> </ul>	<p>be active at play time and lunch times.</p> <p>There could be a class score board.</p>
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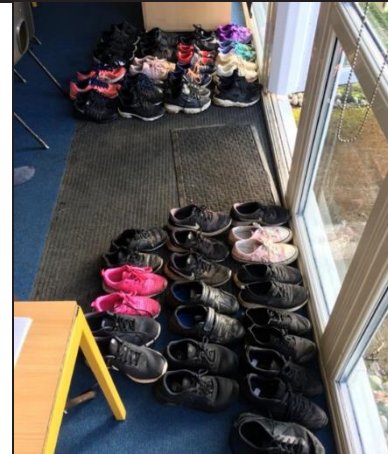


Courtney Tullock is a local athletics athlete and got some staff involved with his assembly here.

Year 4 inter-house bench ball competition.







Year 6 getting their shoes all muddy to complete the mile on the field.

The whole school took part in the Joe Wicks workout in the KS1 and KS2 hall for children in need. This is a photo of KS1




Year 4 learning lots of different fun games designed to keep them fit and healthy with Charlton Athletics.



Year 6 playing 4 square.

Here are our sports ambassadors on their training day:



				
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**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

30%

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>- Children to experience a wide range of sports.</li> <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>- Maths of the day</li> <li>- Termly PE challenges</li> <li>- Working alongside PASS.</li> <li>- Inter- house competitions.</li> <li>- Active afterschool clubs.</li> </ul>	<p>We teach a wide range of skills and sports in our PE lessons. These are taught by coaches and class teachers to give children a range of different opportunities. Teachers have the opportunity to team teach with an experienced PASS coach to increase their confidence.</p> <p>We were working towards out Platinum school games award and this goal was shared with the children. This has been postponed due to COVID-19 so we will maintain our gold award this year. This included us going to many competitive tournaments this year.</p>	£6000	<p>"I like having a celebration in assembly where we think about the children that have done well in PE lessons. I had to go up in an assembly to collect my certificate and I felt happy that I was picked." KS2 child.</p> <p>'Maths of the day has really helped my class improve their maths knowledge. After we have learnt something it is a great way to assess them as they are moving around. It also gives them a chance to work in groups or pairs to discuss answers and encourages a rich language within the classroom. Children seem to really enjoy active maths whether it be in the classroom, hall or outside.'</p> <p>New member of staff this year.</p>	Continue to introduce new sports and get back on touch with sports clubs and organisations that were due to come into school but could not due to COVID-19.





- Sharing what we want children to be able to achieve in assemblies that are focused on sports and our core sports values. The aim to be active for 60 minutes per day was shared with children.
- Weekly sports certificates handed out to children that were chosen from their PE lesson that week. Linked to the core PE values in school.
- Ensure a variety of sports are introduced to a variety of children.
- Fitness Friends to help the least active children become more active through fun games.
- Encouraging children to do bike ability.

'The termly PE challenges are fantastic. The children can't wait to beat their personal best and always remind me at the end of the term that we need to complete our challenge again. We then submit the data and PASS send us certificates to show who was the most improved etc...I this great because every child strives to beat their own score and you can see how determined they are.'

Staff member.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:</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>
<ul style="list-style-type: none"> <li>- Ask staff what areas of PE they would like support in.</li> <li>- Offer tailored CPD</li> </ul>	<ul style="list-style-type: none"> <li>- Staff survey- asking staff to evaluate their confidence in teaching PE and what support they would like so we can offer further team teaching in the future.</li> <li>- Team teach with PASS staff to ensure that staff get support through a progression of lessons.</li> <li>- CPD-staff members have been sent on with PASS. Staff are asked if they feel they need additional support in this sport and can be selected to go onto a training course.</li> <li>- PE lead has been on a subject leadership CPD day.</li> <li>- There were plans for a PE CPD for all staff however this could not take place due to COVID-19.</li> </ul>	<p>£2000</p>	<p>PE leader conference- "It was very inspiring to hear what other school had to say about how they encouraged PE to be at the heart of their curriculum. It made me think of all the things we already do and gave me many ideas for the future. It inspired me to get more children interested and confident in different activities giving them a great love of PE and hopefully they would continue this through into secondary school and their adult life. This training session enabled me to increase my confidence as a PE leader." Miss Horne</p> <p>Member of staff that went to the gymnastic CPD lead my Pass: "The CPD engaged me to think beyond the lesson plan and gave me confidence to adapt activities." NQT</p>	<p>Arrange a whole school CPD- we had planned to deliver one this year however we could not due to COVID-19. Encourage members of staff to sign up to go to different CPD sessions that PASS run.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				10%
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:
Additional achievements:  Form links with clubs in the local area that will introduced new sports to children.	<p>We have had a squash coach come in and deliver an assembly, lots of children now go to this club inside and outside of school and we then took many of these children to a squash competition this year.</p> <p>We also had a local korfball club run workshops throughout the day with each KS2 club. They will be running a club in school but have had to postpone this due to COVID-19.</p> <p>We also had a yoga teacher and a dance teacher to come into school that were linked to different themed weeks within school. Yoga was linked to diversity week and dance was linked to our book week, showing children that being active fits into our curriculum and is an important part to our school.</p> <p>Goal ball was played by every child in KS2 and was taught by external coaches during our diversity week.</p>		<p>"I went to the squash club because someone came in and did an assembly all about squash. I had never heard of that sport before so it was something new and I was really interested in it. I then got invited to the squash tournament. I had never been to a tournament before, so It was fun and I liked getting to see how other schools were performing on the day." KS2 child.</p> <p>We have seen an increased number of children joining clubs after they have had a taster session during school time.</p> <p>Speed stacking was a new club introduced this year to give children a wide range of skills and help them with their coordination as well as a sense of enjoyment and achievement in learning a new skill.</p> <p>"I liked learning new stacks in speed stacking club. I liked learning the sequence and timing myself." KS2 pupil.</p> <p>Goal ball: This was taught to the whole of KS2 as part of their PE lessons.</p>	Continue to make connections with clubs and strengthen pre-existing relationships we have with clubs and organisations.



Children are introduced to a wide range of sports this has also included handball and tri-golf in PE lessons.




"I liked doing goal ball in PE as it is a sport I would not normally have done and it made me experience what other people go through when they are blind." KS2 pupil.

Netball club:

"I liked doing different netball drills and games. I enjoyed doing a big match at the end and playing it with my friends." KS2 pupil.



		 <p>Here is the list of clubs we offered this year before the school closure due to COVID-19.</p> <p>Dance club:</p> 	
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			<table> <tr> <th>Sport</th><th>Number</th><th>% of SEN</th><th>% of PP</th><th>B:G</th></tr> <tr> <td>Tri golf</td><td>18</td><td>15%</td><td>10%</td><td>10:8</td></tr> <tr> <td>Dance Y3+4</td><td>18</td><td>10%</td><td>15%</td><td>0:18</td></tr> <tr> <td>Dance Y1+2</td><td>20</td><td>10%</td><td>10%</td><td>8:12</td></tr> <tr> <td>Netball</td><td>34</td><td>12%</td><td>20%</td><td>7:27</td></tr> <tr> <td>Boys Football</td><td>30</td><td>15%</td><td>20%</td><td>30:0</td></tr> <tr> <td>Girls football</td><td>28</td><td>10%</td><td>20%</td><td>0:28</td></tr> <tr> <td>Nutritional Ninjas</td><td>24</td><td>15%</td><td>25%</td><td>12:12</td></tr> <tr> <td>Hockey</td><td>20</td><td>10%</td><td>15%</td><td>12:8</td></tr> <tr> <td>Sport shall Athletics</td><td>20</td><td>8%</td><td>10%</td><td>10:10</td></tr> <tr> <td>Speed stacks</td><td>10</td><td>10%</td><td>20%</td><td>6:4</td></tr> <tr> <td>Basketball</td><td>24</td><td>20%</td><td>20%</td><td>16:8</td></tr> <tr> <td>Pedal Cycling</td><td>10</td><td>10%</td><td>10%</td><td>5:5</td></tr> <tr> <td>Handball</td><td>18</td><td>15%</td><td>10%</td><td>12:6</td></tr> </table>	Sport	Number	% of SEN	% of PP	B:G	Tri golf	18	15%	10%	10:8	Dance Y3+4	18	10%	15%	0:18	Dance Y1+2	20	10%	10%	8:12	Netball	34	12%	20%	7:27	Boys Football	30	15%	20%	30:0	Girls football	28	10%	20%	0:28	Nutritional Ninjas	24	15%	25%	12:12	Hockey	20	10%	15%	12:8	Sport shall Athletics	20	8%	10%	10:10	Speed stacks	10	10%	20%	6:4	Basketball	24	20%	20%	16:8	Pedal Cycling	10	10%	10%	5:5	Handball	18	15%	10%	12:6	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Introduce a wider range of clubs and maintain current provision. Attend the same competitions as this year but add more where possible.	This year we have entered:		£1000	This was taken from our school newsletter. More can be found at <a href="https://www.palacewoodschoools.org.uk/attachments/download.asp?file=1956&amp;type=pdf">https://www.palacewoodschoools.org.uk/attachments/download.asp?file=1956&amp;type=pdf</a> Last week both Year 5 and 6 and Year 3 and 4 attended a sports hall athletics competition. ‘We arrived at Maplesden Noakes and we were told to sit on a bench in a big hall. Miss Horne told us which events we were doing. I was doing 2+2 relay, under and over relay, speed bounce and 5 strides. After a while, a lady told us what was happening. Firstly, the boys did their field events and the girls did their track events. We were doing very well and everyone from Palace Wood was cheering us on. Once the boys had done their field events and the girls had done their track events, we switched over. The boys were super quick and were amazing. Finally, all the events were over but we couldn’t go home yet because we had to find out the results. We were very nervous to see what place
	Cross country Year 3 and 4	8 children		
	Cross country year 5 and 6	8 children		
	Multi- skills year 3+4	10 children 1 <sup>st</sup> place		
	Basketball year 5+6	15 children		
	Athletics year 3+4	17 children 3 <sup>rd</sup> place		
	Athletics year 5+6	20 children 6 <sup>th</sup> place		
	Squash year 3+4	6 <sup>th</sup> place 6 children		
	We had planned to enter many more competitions entering B and C teams this summer but were unable to do this due to COVID-19. -More personal challenges to improve on their own original achievements. -Inter-house competitions organised and successful taken			

place with high profile.

- Attend additional sporting events.
- Monitor number of different children attending sporting events.
- Enter more than one team where possible.
- Encourage participation of girls – enter girls football competition again but this time have a girls' football club that leads to the event.

we came. In the end we came third out of six. I went up and got the Certificates. We went home feeling enormously proud because we did very well. We had fun and that's the main thing.' By Sophia, Panthers.

Year 5 and 6



Year 3 and 4



Basketball team:



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Signed off by	
Deputy Head Teacher:	E.Ridout
Date:	24.6.2020
Subject Leader:	B. Horne
Date:	24.6.2020
Governor:	
Date:	