

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019



CHASE SIDE
PRIMARY SCHOOL
'Stronger together'

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 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ✓ Achieved Platinum Kitemark award ✓ Opportunities for staff to develop knowledge and skills to teach PE ✓ Increased participation in competitive sports and inclusive competitions ✓ More opportunities for children to be active ✓ Winner of the virtual Borough athletics event July 2020 	<ol style="list-style-type: none"> 1. To improve the quality of teaching and diversity of the curriculum in order for all students to make regular and sustained progress in PE 2. To increase opportunities for participation in a range of extracurricular and competitive activities and events. 3. Raise the profile of PE and sport across the whole school to promote leading a healthy active lifestyle. 4. Improve the environment for the students and families to safely use the grounds and promote safer choices when travelling to and from school.

Meeting national curriculum requirements for swimming and water safety.	Year 3 – 25m
What percentage of your current Year 3 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 2020.	2017 - 2018: 50% 2018 – 2019: 45% 2019 – 2020: 38.3%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Unknown due to Year 3 attending the swimming lessons.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unknown due to Year 3 attending the swimming lessons.
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. The non-swimmers would have had the opportunity to complete another 5 weeks of lessons, however it was not possible due to COVID.

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: £20800		Date Updated: 21.7.20		
Key indicator 1: 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: 15%	
Intent	Implementation		Impact	Evidence		
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"> • Increase the percentage of pupils attending extra-curricular clubs and activities • Pupils participating in more activities during break time and lunch times • Pupils to lead appropriate games and activities for their peers to be active. • Target less active pupils to provide them with more opportunities to be active and learn about healthy lifestyles. 	<ul style="list-style-type: none"> • Create more opportunities for pupils to attend extra-curricular activities and clubs. • Create more opportunities for pupils to be more active at break and lunch times, e.g. daily mile. • Sports council reps to lead and set up games and challenges for their peers and younger children across the school. • Sports coach to lead healthy active lifestyle club. • Employ outside agencies to deliver sports clubs. 		£3000	This will be evidenced by: <ul style="list-style-type: none"> ➤ Analysis of extra-curricular clubs ➤ Pupil surveys ➤ Activities and work celebrated in assemblies and displays 		Maintain the level of availability for pupils to attend extra-curricular clubs Keep the sports council reps engaged.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7.5%
Intent	Implementation		Impact	Evidence
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"> Pupils are more engaged in PE and sport, and create a positive relationship with PE and being active. Behaviour in PE and during break and lunch times is outstanding. Whole school approach to raise profile of PE Pupils, families and staff have opportunity to celebrate personal sporting achievements. 	<ul style="list-style-type: none"> More rewards for participating in PE and clubs. Celebrate pupils sporting efforts and achievements in assemblies and display. Rewards for good behaviour at break and lunch times. Celebrate pupils, families and staff personal sporting achievements on school Twitter page. Plan and run an inclusive Sports Week, with special guests and activities. 	£1500	This will be evidenced by: <ul style="list-style-type: none"> ➤ Pupils being celebrated in assembly each week. ➤ More followers on the sports Twitter page. ➤ Behaviour has improved at break and lunchtimes. 	Maintain celebrating pupil's success and achievements in sport. Work with local club links to promote more opportunities to be active outside of school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			10%	
Intent	Implementation		Impact	Evidence
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"> Teaching staff feel confident in their subject knowledge and ability to deliver high quality PE lessons. Embed the PE curriculum that is broad, engaging and inclusive for all and meets the requirements of the national curriculum (Enfield PE curriculum) Teaching staff to confidently assessing the pupils progress in PE. Play leader staff are confident to deliver activities at lunch times. 	<ul style="list-style-type: none"> Teachers to attend training to deliver high quality PE in gymnastics and dance. Subject leader to support teaching staff to confidently deliver the PE curriculum through team teaching and observations. Teachers have the opportunity to observe good practice with the sports coach and at linked Townies schools once Covid restrictions allow. Sports Co-ordinator to monitor Scholar pack data Training for the play leaders for engaging activities at lunch times. 	£2400 Enfield PE Team Gold Package	This will be evidenced by: <ul style="list-style-type: none"> ➤ PE lesson observations ➤ Play leader observations ➤ Teacher surveys ➤ Scholar pack data 	Maintain support for all staff to deliver and assess pupils in PE.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: Additional 2%	
Intent	Implementation		Impact	Evidence
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"> All pupils have regular opportunities to participate in intra sports events, e.g. House competitions. More pupils have the opportunity to represent their school in inter sports competitions. At home challenges and events. 	<ul style="list-style-type: none"> Pupils participating in the virtual competitions and leagues led by the Enfield PE Team. Pupils to participate in the weekly LYG (London Youth Games) challenges. Sports coach to organise regular sporting House competitions during curricular and extra-curricular times. Sports coach to set regular at home challenges for pupils and families. 	As part of the Enfield PE Team Gold Package (£2400) £400	This will be evidenced by: <ul style="list-style-type: none"> ➤ Chase Side entering virtual leagues and competitions and celebrated on borough website and Twitter pages. ➤ Celebrate House competitions in assemblies and displays. ➤ Activities at home celebrated on sports Twitter page. 	Continue to enter leagues and competitions led by the Enfield PE Team. Increase the number of followers on sports Twitter page.

Signed off by	
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Date:	10 th October 2020
Subject Leader:	Jamie Millard
Date:	10 th October 2020
Governor:	Mark Philbrook
Date:	10 th October 2020