

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 **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 July 2020:	Areas for further improvement and baseline evidence of need for 2020/21
<ul style="list-style-type: none"> • Sports Coach–AP- employed to support all classes with PE • Funded before school and after school clubs running every day of the week run by Sports Coach (Monday after school is paid: gymnastics KS1, Friday Dance) • Sports Coach running organised sporting activities at lunchtimes for KS2 • Girls and boys football team taking part in competitive football matches against other schools • Sports Coach arranged a competitive football tournament for the three schools within the MAT • School has been encouraging all classes to take part in the daily mile to increase daily activity of all children • Beechfield have paid to be part of the Hertfordshire Schools Sports Partnership and have participated in inter school competitions • Year 5 have been trained as play leaders – School Sports Partnership • The School Sports Partnership has worked with Year 4 about Healthy Heroes for 6 weeks Spring Term – Saracens Sports Community • Cricket links have been made with Hertfordshire Cricket– Chance to Shine – cricket all stars for KS1 was organised but didn’t take place due to Covid. • Use of wake and shake in EYFS and KS1 to promote physical activity • Clear progression in knowledge and skills in place for all year groups for PE • Resources have been replaced where necessary • Athlete organised Luke Lennon Ford came into school and worked with all classes and held a sponsored event • Sports Week – sponsored dance-a-thon, different sports in the PE lessons that week, sport assemblies • IMAT Bench ball tournament during May half term to team build an build friendships amongst all three schools • During Covid Lockdown, key worker bubbles participated in Joe Wick’s workouts every day. • Took part in Chance to Shine’s Yorkshire Tea National Cricket and following responses on Twitter we won a Year’s supply of Yorkshire Tea. 	<ul style="list-style-type: none"> • Induct the new sports coach to provide sporting activities at playtime this year for all year groups as well as at lunchtime for KS2. • Sports coach to provide support and advice for teachers during PE sessions and target least active children in these sessions. • To continue to develop confidence and knowledge of all teachers and support with setting up resources for PE lessons. • Sports coach to support teachers with daily mile. • Sports coach to introduce new sports and physical activities, e.g. fitness sessions, encourage more pupils to take up sport – use pupil voice to match provision to children’s requests/interests and to engage the hard to reach pupils • Continue to develop partnering with other local schools and encourage competition • Change whole school swimming lessons to Year 5 so those who can’t swim by the end of Year 5 will continue when they are in Year 6 in order to catch up • Train new Year 5 classes to be play leaders • Monitor numbers of children walking to and from school on a regular basis • Embed profile of PE by continuing to have a weekly PE award in Celebration Assembly • Consider Bike-ability being organised so that children can ride safely • Intra school competitions between houses to be arranged by sports coach • Spare PE kits • Chance to Shine Cricket organised for all year groups throughout the year, girls cricket lunchtime club to run each half term, after school summer cricket club in summer 2

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>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.</p>	<p>14/25- Walnut 14/26-Willow Total: 28/51</p> <p>55 % of cohort</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55% as above
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55 % as above.
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 not this year due to Covid Lockdown but this will take place in 2020-2021

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: £19,160	Date Updated: July 2020																										
Key indicator 1: The engagement of all 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:																									
				%																									
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 they can do now do? What has changed?:	Sustainability and suggested next steps:																									
All classes to participate in the daily mile in addition to PE lessons, playtime and lunchtime	Each class to do daily mile on school field or on the playground.	None needed	Children more active throughout the day Children fitter and healthier Developing positive attitudes to being outside and exercising Talking about positive impact on wellbeing of daily mile Daily mile continued during Covid Lockdown for vulnerable pupils and Key Workers who were in school	Embedded into school routines and evident on timetables																									
Ensure that children have access to competitive sport through the school Sports Partnership	Paid to join Hertfordshire School Sports Partnership. Signed up to the inter school competitions Year 6 Kwik Cricket – didn't due to Covid Year 5 tag rugby – cancelled due to rain then didn't do it due to Covid Year 4 indoor athletics – took place at Francis Combe	£2300	Lockdown stopped Kwik Cricket Year 4 attended athletics Year 5 – cancelled due to rain then didn't do it due to Covid Developing sports skills e.g. competition, fair play, sportsmanship, team work Activities contribute towards achieving sports mark	Pupil voice about competitive sport Build relationships with local schools and have fixtures with those in walking distance Year 1 and 2 to have access to competition																									
Provide a range of before and after school activities	Use sports coach to run before and after school provision open to a range of year groups Monday: dodge ball Y1-6 gymnastics R-2 Tuesday Battlezone Ks1 Boys football 4-6 Wednesday KS2 Battlezone Fixtures Thursday handball y1-6 girls football 4-6 Friday hockey 1-6 multisport KS1	Sports apprentice wage 16000.05 £859.95 equipment for clubs	<table border="1"> <thead> <tr> <th>Year Group</th><th>Activity</th><th>Boys</th><th>Girls</th><th>PPG</th></tr> </thead> <tbody> <tr> <td>Year 1-6</td><td>Multi Sports</td><td>18</td><td>7</td><td>5</td></tr> <tr> <td>Year 1-6</td><td>Hockey</td><td>18</td><td>7</td><td>3</td></tr> <tr> <td>Year 4, 5 and 6</td><td>Girl's Foot-ball</td><td>N/A</td><td>11</td><td>1</td></tr> <tr> <td>Year 3-6</td><td>BattleZ</td><td>22</td><td>3</td><td>4</td></tr> </tbody> </table>	Year Group	Activity	Boys	Girls	PPG	Year 1-6	Multi Sports	18	7	5	Year 1-6	Hockey	18	7	3	Year 4, 5 and 6	Girl's Foot-ball	N/A	11	1	Year 3-6	BattleZ	22	3	4	Increase numbers of children attending the clubs Pupil voice to ensure clubs are provided that encourage more children to participate Analyse those attending and target provision accordingly to those not participating in sport
Year Group	Activity	Boys	Girls	PPG																									
Year 1-6	Multi Sports	18	7	5																									
Year 1-6	Hockey	18	7	3																									
Year 4, 5 and 6	Girl's Foot-ball	N/A	11	1																									
Year 3-6	BattleZ	22	3	4																									

			one				
			Year 4, 5 and 6	Boy's Foot-ball	25	N/A	5
			Year 1 and 2	BattleZ one	6	5	2
			Year 1-6	Hand-ball	18	7	3
			Year 1-6	Dodge-ball	18	7	4
			Pupil voice: children enjoy these clubs and develop skills when working individually and in a team				
Key indicator 2: The profile of PESSPA (PE and school sport) being raised across the school as a tool for whole school improvement							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:	
Increase leadership skills through sport	Year 5 children have play leader training so that they can develop their leadership skills and knowledge of games and activities they can do with the younger children		School sports partnership	Year 5 play leader rota in place – all resources were given to school Year 5 children organising sporting activities on the KS1 playground for the KS1 children at lunchtimes Great number of KS1 children participating in a focused activity Children developing team work, communication and social skills. Opportunities for less active and vulnerable to participate		Year 5s moving into Year 6 to continue to organise activities To run this training with the new Year 5s	
Increase participation in sporting activities during lunchtimes	Sports coach runs specific sporting activities during KS2 lunchtime Sports apprentice organises resources for each year group to use on the playground/field		Sports apprentice wage 16000.05	More pupils participating in a specific activity rather than wandering around Behaviour improved with sports apprentice modelling refereeing, fair play and sportsmanship Hockey, football, tag rugby, basketball		More resources to be purchased Continue to embed this next year	

<p>Sports Coach introducing PE Awards in Celebration Assembly</p> <p>PE sports Coach has own school twitter account to promote sporting activities/achievements</p>	<p>To raise profile of physical activity</p> <p>To celebrate those participating well in sport/playtime activities</p> <p>Display in the hall about PE to raise the profile</p> <p>Results in school newsletters/on Twitter</p>	<p>Sports apprentice wage 16000.05</p>	<p>Awards took place from Spring term 2020</p> <p>Then school was closed for most pupils on 23 March 2020</p> <p>Positive praise for sporting achievement</p> <p>Achievements are recognised by whole school community</p> <p>Raise profile of PE further</p> <p>Self-esteem and self-belief of individuals is raised</p>	<p>Continue this when school returns in September 2020.</p>
<p>PE display made in the school hall so all children can see it to raise profile of PE</p>	<p>PE display to raise profile of PE</p> <p>To model correct PE kit</p> <p>To include vocabulary associated with PE</p> <p>To celebrate sporting achievements</p> <p>Clubs are advertised on this as well</p>	<p>None</p>	<p>Raise profile of PE</p>	<p>Embed this during academic year 2020-21</p> <p>Raise profile of houses through intra school competition</p>
<p>Sports Coach arranged for a week of sports during the week of Sports Relief</p>	<p>Contact local sports clubs – WFC, Antony Joshua, Middlesex Cricket</p> <p>Football tournament</p>		<p>All classes participated</p> <p>Off time table week to raise profile of sport</p> <p>Different activities in PE lessons,</p> <p>Dressed up a sports super heroes on the Friday</p> <p>Dance-athon for KS1 and 2</p> <p>Sports Coach held assembly for cricket and brought in her cricket kits, medals, trophies, all caps for the different clubs she has played for</p> <p>Football tournament for schools in the MAT</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Sports training for teachers by working with Apex sports coach	Sports coach to work with all staff across the year Nursery to have focused PE activities supported by Sports Coach – basic games, sharing, following simple instructions.	Sports apprentice wage 16000.05	Due to Covid 19 Lockdown Sports Coach didn't get to work with all the teachers as planned. Develop skills and confidence of the Year 1 and EYFS to teach PE skills and knowledge Feedback and ideas given by Apex to develop High quality lessons in PE Assisting with setting up equipment in lessons	To continue to work with other year groups PE lead to continue to support with access to CPD and lesson observations
Clear progression and skills grid from EYFS to Year 6 in place for teachers Planning based on this	Teachers to plan from progression of knowledge and skills grids	None	Teachers more confident about what should be taught and when.	Embed progression and skills. Long term plans for 2020/21 will show range of PE being taught in each half term. Progression of knowledge and skills will be clear and evident in lessons observations.
School Sports Partnership Co-ordination	Sports apprentice to take a lead on organising sports events for the school PE lead to attend PLT events	Sports apprentice wage 16000.05	School sports are arranged and communication between school and home is positive Football fixtures arranged and played Did plan to play competitive rounders/kwik cricket but was postponed due to Covid Lockdown	PE Lead to attend PLT events from September 2020 Sports coach will arrange fixtures for competitive games against local schools in walking distance
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Continue to offer activities within the curriculum and outside the curriculum to increase participation</p> <p>Focus on those who do not take up additional PE and Sport</p>	<p>Lunchtime provision to include other sports not just football.</p> <p>Resources provided for all KS2 year groups at lunchtime that they are responsible for</p> <p>After school clubs to be offered</p> <p>Links with clubs outside of school e.g. Cricket, football, rugby</p> <p>Participate in school sports partnership activities</p>	<p>Sports apprentice wage 16000.05</p>	<p>At lunchtimes games played include hockey, basketball, football, tag rugby</p> <p>Children are given the opportunity to participate in sporting activities through SSP</p> <p>Children are given the opportunity to participate in sport outside of curriculum time – extracurricular clubs, daily mile</p> <p>Children represent the school in the local community</p>	<p>Encourage local sports clubs into school to talk about what they do and how children can attend</p> <p>Continue to target groups not engage in additional sports</p> <ul style="list-style-type: none"> - Identify target groups
<p>Additional achievements:</p> <p>During Covid lockdown the school was open every day from 23rd March to 17th July.</p> <p>The sports coach was in school every day apart from one week in June.</p> <p>Apex Sports Club provided Easter holiday sports camp and May half term sports camp for the vulnerable children and children of Key workers. This provision was offered to all 3 schools in our MAT and was hosted at Beechfield.</p>	<p>During Covid Lockdown March – July 2020 the sports coach was in school every day</p>	<p>Sports apprentice wage 16000.05</p>	<p>Vulnerable children and Key workers had access to sports provision every day from March 23 – July 17th</p> <p>Through Easter and May half term and on the Bank Holidays Apex Sports provision ran.</p>	

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:
Set up football club for girls (requested by pupils)	Football teams set up and in place Training sessions Competitive matches	Sports apprentice wage 16000.05	Beechfield had a boys team and a girls team – they played competitive matches 20 girls were in the club, played 6 competitive matches Pupil voice was positive	Continue with this during next academic year – continue to build participation
More inter school competition between the schools in the MAT	Set up fixtures within the MAT to promote competition between the schools	Sports apprentice wage 16000.05	Football tournament was run successfully Pupil and parent voice was positive March during sports relief week children got medals and trophies for taking part.	Plan for more tournaments – different sports over the next academic year
More inter school competition between local schools	Sports apprentice set up games with schools within walking distance	Sports apprentice wage 16000.05	Games were played for boys and girls football Which schools? Orchard, Parkgate, Alban Wood (2 teams played), Laurance Haines, Cherry Tree, Holy Rood (2 teams played) in the autumn term.	Continue with this for the next academic year

Signed off by	
Head Teacher:	Gillian Jackson
Date:	July 2020
Subject Leader:	Tina Scott Amy Price (Sports Coach)
Date:	July 2020
Governor:	Rama Balachandran
Date:	July 2020