



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

Commissioned by  
**Department for Education**

Created by





Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date:  | Areas for further improvement and baseline evidence of need:   |
|--|--|
| <ul style="list-style-type: none"> <li>• PE curriculum contexts and resources embedded</li> <li>• Profile of PE and School sport raised</li> <li>• Variety of PE offer increased</li> <li>• Variety of pupil groups accessing offer increased</li> <li>• CPD for teachers in "PE Basics" (annual)</li> <li>• Established playtime leaders</li> <li>• Specialist coaches to support teachers in the delivery of their lessons.</li> </ul> | <ul style="list-style-type: none"> <li>• Intra-school competitions to be set-up (to feed into local borough competitions) – this has improved but remains a focus</li> <li>• Disability and inclusive sports and activities to be introduced and embedded – again this has improved this year but needs to be embedded</li> <li>• Continue the development of the media team – chn who support competitions, by taking videos, photos and creating a blurb for the school newsletter.</li> </ul> |

| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below:   |
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| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?                           | 80%   |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?                     | 74%   |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?   | 8%  |
| 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? | No (Summer 2020) – <b>could not happen due to covid-19 and then the subsequent school closures.</b> |

## 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 students today and for the future.

| Academic Year: 2019/2020  |  | Total fund allocated: £19,550 | Date Updated: 14/7/2020  |  |
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| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school |  |                               |  | Percentage of total allocation:  |
|   |  |                               |  | %  |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated:            | Evidence and impact:   | Sustainability and suggested next steps:   |
| Leadership opportunities for children during lunchtimes and within inter school competition.<br><br>Lunchtime club spaces offered to children who are not disengaged during lessons.  | Set up playground leaders and media team to support staff on sporting competitions.  | £                             | Feedback from pupils and staff<br><br>Feedback from leaders and staff- Pupil voice.  | Monitor the impact of playground leaders. Ensure adults understand the importance of their role and support them.  |
| New equipment for the school to ensure children are provided with appropriate equipment to learn and master the skills and techniques being taught.   | Purchase playground leaders equipment.<br><br>Two lots of equipment to purchase- equipment that is solely for lessons and equipment to be used during break and lunch. | £1312.50<br><br>£200          | Monitor the termly updating of target tracker.<br><br>Analyse school data for PE.<br><br>Ensure lessons are observed and feedback given, WWW and EBI- ensuring staff who need more support in delivering lessons get it. | Monitor the termly updating of target tracker.<br><br>Analyse school data for PE.<br><br>From observations opportunities to support children who excel and those who are disengaged. |
| Purchase of spare PE kit to ensure all chn have suitable clothing and footwear to take part.  | Order PE kits for R-YR6<br><br>Assessment for learning is used by all staff in PE, teachers to update target tracker once a term.                                      |                               | Pupil voice  |  |

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| <p>Continue to use assessment tool to ensure progress is being made with all pupils.</p> <p>Create a paired observation strategy to ensure consistent judgements are made and share good practice.</p> <p>PE across the curriculum</p> | <p>Progress in PE is monitored and provision is provided to raise standards where needed;</p> <ul style="list-style-type: none"> <li>- Pupil's progress is fully reported to parents and carers;</li> <li>- The majority of pupils make good or outstanding progress in PE;</li> <li>- All pupils enjoy and achieve in PE.</li> </ul> <p>PE lead to ensure each year group has their allocated slots twice a week.</p> <p>To develop children's knowledge of the links between diet and physical wellbeing. Links to PSHE Health and Wellbeing e.g. staying healthy, exercise and fitness, being physically active, habits and self-control, positive physical and emotional health.</p> <p>SLT, PSHCE and PE Lead to monitor PE and PSHCE lessons to ensure links are made and to ensure quality first teaching and learning.</p> <p>Regular reminders - in the newsletter – of the requirement of healthy packed lunches daily and on school trips. Pupils/parents to make informed choices for packed lunches.</p> |  | <p>Lesson observations and pupil voice.</p> <p>Pupil voice.</p> <p>Lesson observations.</p> <p>Observations of lesson flips to see what is being taught.</p> <p>Sporting teams are acknowledge through the school newsletter.</p> | <p>PE Leader to monitor PE and PSHE lessons to ensure links are made. Observation of PE/PSHE lessons to ensure quality learning.</p> <p>MTS to monitor the eating habits of children and to feedback to the class teacher – teachers to promote healthy eating and to inform parents.</p> <p>Increase profile and opportunities for sport and PE through consistent celebration assemblies.</p> |
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| Lunchtimes  | To celebrate the achievement and progress in sporting skills – in and outside of school.                          |                                   |   |  |
| Achieve assemblies  | To inform children of up-coming competitions and how they can get involved.                                       |                                   |   |  |
|   | Highlighting playground leaders – when and where they'll be stationed to support children during their lunchtime. |                                   |   |  |
|   |   | <b>Total spend -<br/>£1512.50</b> |   |  |
| <b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b> |   |                                   |   | Percentage of total allocation:  |
|   |   |                                   |   | %  |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:   | Funding allocated:                | Evidence and impact:  | Sustainability and suggested next steps:   |
| To allocate a governor with responsibility for PE.  | Speak to governors to try to persuade one to take a more active interest in PE and physical activity.             |                                   | PE subject leader to be held to account more for school sport and the allocation of the sports premium money. | Meeting between governor, business manager and PE subject leader to discuss sports premium allocation. |
| To improve quality daily teaching of  | Governor to attend training on sports premium and understand how the money should be spent                        | LA PE Package                     |   |  |

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| <p>PE and share expertise:<br/>hare expertise:</p> <ul style="list-style-type: none"> <li>• To ensure high expectations are set for all.</li> <li>• Support teachers to develop confidence and good and better PE practice when delivering PE sessions.</li> <li>• Clear skills progression across the school.</li> <li>• Ensure PE requirement is taught weekly.</li> </ul> <p>PE lead to recruit pupils from UK2 to led lunchtime games and support on sporting events.</p> <p>Achievement assemblies</p> <p>Celebration of children success</p> | <p>Increase confidence in teachers in the delivery of PE lessons.</p> <p>Development of key skills across the school.</p> <p>Professional development opportunities.</p> <p>Skilled staff members.</p> <p>Consistency in the delivery of PE/sports across the school.</p> <p>To continue to participate in the Subject Leaders Forum in Islington to share expertise and good practice</p> <p>Selection of UK2 children to have leadership responsibilities.</p> <p>To celebrate the achievement and progress in sporting skills – in and outside of school.</p> <p>To inform children of up-coming competitions and how they can get involved.</p> <p>Purchasing a sports mascot and diary for each class in Reception and KS1 that the children take home to record any physical activity they do at home for the week that they have it.</p> | <p>£4000</p> <p>£200 – money not spent as initiative has not started. To start in autumn 2020.</p> | <p>Observations of staff both formally and informally.</p> <p>Through discussions for support.</p> <p>Children are keen to take the sports mascot home and they have a better understanding of the sports values as these are used to recognise success rather than the child who is best at a sport being</p> | <p>Ensure that PE and sport development is included in the staff training provision map at least once a term.</p> <p>Ensure their playground leaders are recruited and maintained.</p> <p>Children nominate their classmates for sports award for showing positive attitudes towards sports and physical activity.</p> |
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| <p><b>Emphasis on healthy lifestyle and walking to school. Development of awards and medals for key competitions to raise PE profile</b></p> <p>Specialist coaches from established clubs delivering sessions to support teachers – engaging children in their learning and promoting the benefits of sport and PE. –Arsenal FC</p> <p>High quality resources/equipment to be bought to support learning and play.</p> | <p><b>Implement the daily mile. Healthy lifestyle week, including sports day</b></p> <p>Coaching and supporting lessons during term time to years 1, 2 and 6. Running an after school girls football club. Supporting in class in either English or maths with UK2.</p> <p>PE Leaders to source appropriate materials to support this.</p> | <p><b>£3-4000</b></p> <p>SLA - £4000</p> <p><b>Indicated above.</b></p> <p><b>Total spent £8000</b></p> | <p>awarded the mascot all of the time.</p> <p><b>Was to start in the spring term, but did not go ahead due to school closures.</b></p> <p>Observations by PE leads and SLT. Pupil voice – teacher feedback – video and photographic evidence</p> <p><b>Year 2 were unable to finish their spring block and year 1 could not start due to school closures.</b></p> | <p>PE to monitor and ensure high quality sessions are being delivered – to have through conversations with the teacher about the delivery and support.</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport            |   |   |  | Percentage of total allocation:   |
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|  |   |   |  | %   |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated:  | Evidence and impact:   | Sustainability and suggested next steps:  |
| Improved quality of children's physical education in Key Stage 1 to ensure they are competent and confident. | <p>PE subject leader to plan and undertake a series of lesson observations and/or team teaching with Key Stage 1 and 2 teachers to look at teaching, learning and assessment in physical education. – using support from the LA.</p> <p>PE subject leader to seek out specialist support when and where necessary to support staff in their delivery of lessons.</p> <p>Gymnastics<br/>Tennis<br/>Yoga (yoga bugs)<br/>Arsenal FC</p> <p>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</p> <p>PE subject leader and Key Stage One teachers to discuss positive outcomes and what areas there are for development</p> <p>Whole staff professional learning to include teachers, teaching assistants and lunchtime supervisors. – CPDs</p> | <p>LA package –as stated above.</p> <p>£1312.50<br/>£830<br/>£864<br/>SLA stated above.</p> | <p>Feedback from pupils and teachers – impact in teachers own delivery following support from specialist coaches.</p> <p>The focus of lessons are now child centered and as a result pupils are engaged and are keen to learn and improve.</p> <p>Pupil voice – children are more engaged and happy with the lessons being led by their teacher. They are able to have fun while learning new skills (see pupil voice).</p> <p>Pupil voice – children have a better understanding of the purpose of sport and PE.</p> <p>Support staff when present are more engaged in the lesson and are able to support key groups of children.</p> | <p>PE subject Leader to support new staff in school with planning for delivery of physical education.</p> <p>- Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment.</p> <p>- PE subject Leader to identify any staff who need further support and to provide appropriate professional learning.</p> <p>-PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.</p> <p>- PE Subject leader networks with colleagues at other schools to encourage ongoing sharing of good and outstanding practice in schools.</p> |

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|  | <p>PE subject leader to provide updates throughout the year in staff meetings.</p> <p>PE subject leader to attend subject leader training days and to visit neighbouring schools to see best practice and share feedback with staffing body.</p> | <p>Supply cover - £360</p> <p><b>Total spend<br/>£3,366.50</b></p> |  | -Targeted groups of pupils to ensure appropriate challenge and as a result the gap has closed between this group and others in the class. |
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| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> |  |  |  | Percentage of total allocation: |
|  |  |  |  | %                               |

| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:   | Funding allocated:  | Evidence and impact:   | Sustainability and suggested next steps:   |
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| <p>To offer a broader range of after school clubs to engage more children and increase participation.</p> | <p>Discuss with HLTAs in charge of clubs what's on offer and how we can broaden it and make them more inclusive.</p> <p>Pupil voice – what new sports would children like to try? Contact badminton and tennis coaches.</p> <p>Create an overview of sports clubs to offer a wider range of clubs across the school.</p> <p>To provide targeted support for vulnerable groups and individuals to raise participation in sports to maintain a healthy lifestyle and boost self-esteem.</p> <p>SEND pupils to be involved in competitive sport.</p> | <p>Tennis – <b>stated above.</b></p> <p>Badminton - £800</p> <p>Athletics – free – run by staff member</p> <p>Rounders free-run by staff member</p> <p>Netball – free – run by staff member</p> | <p>Overview of clubs has been produced and sent out to parents. – Termly.</p> <p>Registers show increased participation of children at after school clubs.</p> | <p>Encourage school staff to offer extra-curricular activities to broaden the provision further.</p> <p>Staff to identify targeted pupil premium children to attend after school clubs.</p> <p>Teachers to identify SEND pupils who are not participating in PE or extracurricular activities to</p> |

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| Compete in more competitions and festivals for whole year groups.                      | <p>Staff to identify targeted pupil premium children to attend after school clubs.</p> <p>Teachers to identify SEND pupils who are not participating in PE or extracurricular activities to engage in sports clubs</p> <p>Bulletin board of sporting calendar – ensure teachers are aware of what is upcoming.</p>   | Total spent £800  | <p>Entering 20 teams across 9 different sports! Engaging a lot of children in sport, physical activity and competition, successful in a number of them too! Ashmount awarded the School Games Commitment Award for 19/20!</p>  | <p>engage in sports clubs.</p> <p>Continue to engage inter schools competitions and being to build on intra competitions within school.</p>  |
| <b>Key indicator 5: Increased participation in competitive sport</b>                   |  |   |  | Percentage of total allocation:  |
|  |  |   |  | %  |
| School focus with clarity on intended <b>impact on pupils:</b>                         | Actions to achieve:  | Funding allocated:  | Evidence and impact:   | Sustainability and suggested next steps:   |
| Pupils gain experience of Inter-school borough competitions and national opportunities | <p>Key stage 1 and key stage 2 competitive opportunities planned for from Islington competition calendar.</p> <p>Create a school bulletin to ensure all staff are aware of the competition calendar.</p> <p>Promote sporting festivals and competitions on the PE board.</p> <p>Inform year groups of trial dates.</p> <p>Purchase new school kit to wear to competitions.</p> | <p>LA PE Package</p> <p>£600 – to be done in autumn term of 2020.</p> | <p>Registers of competitions entered. Pupil testimony of competitions entered.</p> <p>Entering 20 teams across 9 different sports! Engaging a lot of children in sport, physical activity and competition, successful in a number of them too! Ashmount awarded the School Games Commitment Award for 19/20!</p> <p>Raising the standards of PE and sport in Ashmount – celebration through the newsletter and awards.</p> | <p>Review of competitions entered and steps in planning trips.</p> <p>Competition lead appointed.</p> <p>Encouragement for more parents to support on sporting events.</p> <p>Continued celebrations of success individually and as a group.</p> |

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|  | Release for staff to attend festival and competitions. | In-house cover. | <p>Children feel proud when wearing the Ashmount colours, representing their school.</p> <p>1 female year 5 pupil holds the record for hurdles at the year 5/6 track and field competition.</p> <p>In the competitions that we have entered.</p> <p>Table tennis – 1<sup>st</sup> place</p> <p>Year 3-4 and 5-6 sportshall – 3<sup>rd</sup> place for both groups.</p> <p>Netball – 3<sup>rd</sup> place.</p> <p>Orienteering – 3 occasions – 1<sup>st</sup> place each time.</p> <p>Hockey – 1<sup>st</sup> place – invited to represent Islington at the Youth Games – cancelled due to covid-19 and the subsequent school closures.</p> <p>Basketball – 3<sup>rd</sup> place</p> <p>Primary panthalon (SEND) – 2<sup>nd</sup> place.</p> |  |
|--|--|-----------------|---|--|

Money spent 2019-2020 - £13,678

Budget -£19,550 – 13,678 = 5,872

This underspend is due to school closures and not having our healthy lifestyle week including sports day in the summer term of 2020; where we would have:

- Invited sporting guests and coaches to deliver sessions to our pupils
- Purchased medals for sporting events for sports day
- Purchased awards (sports personality and sportsmanship) for two children from each class for their contributions during the week.

The money will be put forward to the next budget 2020-2021.