

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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:
<p>Broad balanced curriculum High quality teaching and support Level 5 PE Leader Highly qualified HLTA after embarking on Level 3 qualification All children offered the opportunity to engage in physical activity.</p>	<p>Gymnastics planning to be evaluated and update in line with curriculum progression maps for each year group. Athletics planning to be researched by PE leads with the assumption of including it into the summer term NQT and RQT to receive further support in order to ensure high quality PE teaching. Offer swimming to those children who missed it last year due to COVID In light of feedback from children, provide more clubs in school time to help them increase their fitness level and opportunities.</p>

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? 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>	70%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	48%
<p>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?</p>	Yes/ 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: £		Date Updated: September 2020	
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:
					%
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:
At MPS we aim for all pupils to engage in regular physical activity throughout the school day. This includes both playtimes and in the classroom. Through engaging in physical activity the pupils should: <ul style="list-style-type: none"> - Build up their fitness - Be encouraged to do more physical activity outside of school - Understand the importance of leading an active lifestyle - Have higher levels of concentration in the classroom 	SEND lunchtime clubs twice a week during the Spring and Summer terms. Resources purchased for SEND pupils to access at playtimes and lunchtimes. Playtime equipment boxes made and rotated between year groups. Lunchtime equipment boxes made and rotated between year groups. Mini leaders trained and used at lunch with KS1 pupils to support and enhance their play. (COVID restrictions allowing) Midday supervisors trained to develop and lead play activities	£1650 £250 £200 for equipment £250 for equipment £50 £50	SEND pupils have the confidence to join in with physical activity and sporting activities. They may also access sporting activities outside of school. Pupils across the school enjoy playtimes and build up their physical skills through playing with the equipment.		

	Regular physical activity breaks in the classroom encouraged throughout school using resources such as: <ul style="list-style-type: none"> - Gonoodle - Jumpstartjonny - BBC supermovers - Activate to concentrate 	N/A	Pupils' concentration in class improves.	
	Continue to use the Daily Mile as a physical activity break in the school day.	N/A	Pupils' concentration in class improves and their fitness levels increase.	

Key indicator 2: The profile of PESSPA 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:
At MPS we aim to continually raise the profile of PESSPA through celebrating sporting achievements of pupils throughout the school and providing a challenging and engaging PE curriculum. Through doing this we hope to inspire other pupils to take part in sporting activities. We also aim to increase the pupils knowledge of the importance of physical activity to lead a healthy and active lifestyle.	Celebrate sporting achievements of pupils in celebration assemblies: <ul style="list-style-type: none"> - Any certificates/medals/trophies chn have received outside of school (e.g. swimming certificates) - Certificates from inter-school competitions and festivals - Results from intra-sport competitions shared in assembly 	Affiliation to SSP (£1500)	More pupils take part in sporting activities both in and out of school. They develop a love of physical activity. Pupils have a sense of pride from	

	<p>celebrating achievements from festivals and competitions.</p> <p>Share photographs/videos and results from festivals and competitions on the school website.</p> <p>Share information regarding sporting activities on school newsletters.</p> <p>Continuation of Rammie's Daily Mile.</p> <p>Organise for DCCT coaches to lead a games unit for Y5&6 during the year.</p>	<p>£600</p>	<p>their sporting experiences and successes.</p> <p>Pupils' concentration in class improves and their fitness levels increase.</p> <p>Pupils' engagement and motivation in PE lessons improve. Some pupils may be inspired to try these sports outside of school.</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:
				%
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:
At MPS we aim to provide a varied, progressive and challenging PE curriculum to all pupils. To ensure this we will:				
Increase the confidence and competence of recently qualified teachers and HLTAs when teaching PE.	Organise mentoring from DCCT for Miss Moran (NQT), Mr Sahota (RQT), Mrs Arnold (HLTA) and Mrs Cochrane (moved key stages).	£600	Pupils' PE skills improve as the teachers are delivering high quality PE lessons.	
Continue to support HLTA in gaining Level 3 qualification.	Mrs Arnold to attend Primary PE award	2019 budget		
Ensure that the PE planning used is progressive throughout the school and meets the requirements of the NC.	PE leads to investigate Twinkl athletics planning and trial in school (to be developed further next year)	Leadership time for PE leads Awaiting on cost from LP.	Pupils' PE skills improve as the teachers are delivering high quality PE lessons.	
	Work with KS1 teachers to split the key gym skills into single year groups.		Pupils are more challenged in PE lessons as the planning is less repetitive and more progressive.	
Broaden the PE curriculum within	Ensure that each year group has varied dance units taught over the year.			

<p>school.</p>	<p>Work with Secondary PE teacher to extend the KS2 gymnastics planning across the school.</p> <p>Organise for Rec to have a DCCT coach to run a unit of fundamentals activities.</p> <p>Organise for a DCCT coach to deliver the Move & Learn unit to both Y5 classes.</p>	<p>Leadership time for PE leads.</p> <p>£300 (owed from DCCT 2019 package)</p> <p>£1500 (SSP affiliation)</p>	<p>Pupils are more challenged in PE lessons as the planning is less repetitive and more progressive.</p> <p>Pupils' have a greater understanding of the importance of leading an active and healthy lifestyle and how this can be achieved.</p>	
<p>Continually support staff with their delivery of PE.</p>	<p>PE coordinator will informally drop-in on a selection of PE lessons throughout the year. This will be to ensure that teaching is of a high standard and to address any issues that teachers are having. Focus of drop-ins will be dance and impact of past CPD mentoring.</p> <p>Provide feedback to staff verbally and written, commenting on positive practise seen and any specific areas for development.</p> <p>PE leads to evaluate the curriculum taught with curriculum overview to ensure a broad and balanced curriculum is taught</p> <p>In January, May & July PE leads</p>	<p>Leadership time for PE leads.</p> <p>Leadership time for PE leads.</p>	<p>Pupils' PE skills improve as the teachers are delivering high quality PE lessons.</p> <p>Full coverage and a high quality PE curriculum in place.</p>	

PE leads to monitor the use of assessment grids termly to ensure consistency throughout the school.	check assessment grids to ensure they are being completed on a regular basis. Also check GD pupils to ensure that past GD and G&T pupils are still being recognised in other year groups.			
Speak with pupils across a range of year groups to discover their views of PE.	PE leads will meet with a group of pupils from KS2 to discuss the use of peer and self assessment in PE lessons.	Leadership time for PE leads.		

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:
At MPS we aim to offer all pupils opportunities to try alternative sports outside of PE lessons. Through this we hope to inspire a love of physical activity and a good knowledge of the importance of leading a healthy lifestyle.	Organise extra-curricular clubs that run throughout the year. <ul style="list-style-type: none"> - Soccerstars - DCCT multi-sport clubs Sport premium money used to pay for Pupil Premium children to attend clubs	£500	More pupils take part in sporting activities both in and out of school. They develop a love of physical activity.	
	Organise DCCT to run lunchtime clubs for KS2 over two terms (target a year group each half term).	£1650		
	Book 2 roadshow events (KS1 &			

	<p>KS2) in the Autumn term to be run by DCCT in school.</p> <p>Organise 2 physical activity days in the Spring/Summer term for KS1/KS2.</p> <ul style="list-style-type: none"> - Festive Festival (Reception, Y1, Y2, 5HW – rest cancelled due to isolating and school closure) <p>Share Rocking around the Christmas Tree virtual dance event with staff to use with their class in the week before Christmas.</p> <p>SEND lunchtime clubs twice a week during the Spring and Summer terms.</p> <p>Support children in Y5 to experience OAA at a residential venue that was missed due to COVID.</p>	<p>N/A</p> <p>£500</p> <p>£300</p> <p>£2750</p>	<p>SEND pupils have the confidence to join in with physical activity and sporting activities. They may also access sporting activities outside of school.</p> <p>More pupils take part in sporting activities both in and out of school. They develop a love of physical activity.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
At MPS we aim to offer pupils the experience and opportunity of attending tournaments in competitive environments against other schools across Derby City. With the current restrictions due to Covid this may be more virtually or through smaller cluster events. We will also provide more intra-sporting competitive activities within school depending on social distancing rules	PE leads to book events throughout the year based on the SSP sporting calendar. To coordinate clubs leading up to competitions. Attend a variety of competitions for KS1 and KS2. Track children attending competitions to ensure that as many children as possible have the opportunity to attend a competition. Take part in virtual competitive events organised by DCCT using the PPlaywaze app. Organise KS2 intra-sports in the Summer term if mix of bubbles is allowed.	£1500 (SSP affiliation) Coach cover (£1000 for the year) Staff cover (£2500 over the year) £1200	Pupils are motivated to try new sporting activities both in and out of school. Pupils' PE skills develop further through trying new sports. Pupils' team work skills develop through competing in a team.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	