



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 2021** 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 2022:	Areas for further improvement and baseline evidence of need:
<p>Broad balanced curriculum including updated gymnastics planning. High quality teaching and support Level 5 PE Leader 2 x Highly qualified HLTAs after embarking on Level 3 qualification All children offered the opportunity to engage in physical activity. UKS2 pupils further challenged and motivated through coach led PE lessons. Head, Heart and Hand objectives embedded in all PE lessons to ensure pupils' understanding of what they are learning about.</p>	<p>Continue to monitor the impact of the new gymnastics planning and provide further support for UKS2 teachers. Update OAA planning in KS2 to ensure it matches the PE progression map. Ensure athletics planning is challenging for KS2 and matches the PE progression map. Update PE assessment grids to match updated planning and progression map. Develop fitness of pupils across the school.</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>	86%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	86%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	58%
<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: 2022/23		Total fund allocated: £20,150		Date Updated: September 2022	
<p>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</p>					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?:	
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:	<p>Playtime equipment boxes made and rotated between year groups.</p> <p>Lunchtime equipment boxes made and rotated between year groups.</p> <p>Mini leaders trained and used at lunch with KS1 pupils to support and enhance their play. (Mini leader training in Aut2)</p> <p>Aut 1 - Soccerstars coach lead active games at lunchtimes for KS2 to model games pupils could play (Mon & Fri).</p> <p>Spr & Sum term – Soccerstars coach to lead lunchtime clubs for</p>		<p>£250 for equipment</p> <p>Training part of £1500 affiliation</p> <p>Part of £7600 Soccerstars package.</p> <p>Part of £7600</p>	<p>Aut impact – money has been allocated and spent. All chn have access to physical activity equipment at playtimes. Sum impact – SB has worked with Mrs Umar to look at lunchtime equipment and develop a rota of activities for September.</p> <p>Aut impact – Ash has delivered mini leader training during Friday lunchtimes. The majority of Y5 chn have chosen to be mini leaders and are now trained.</p> <p>Aut impact – KS2 chn were encouraged to be involved in physical activity at lunchtimes.</p> <p>Spring impact – pupil voice showed that chn were motivated to join sporting</p>	
<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 				<p>Sustainability and suggested next steps:</p> <p>Check use of lunchtime rota in Sep 2023.</p> <p>Meet with mini leaders to ensure understanding and organisation.</p>	

	<p>identified 'less active' pupils in KS2 (Fri). Pupil voice to monitor the impact of inactive clubs (Spr2)</p> <p>Sum term – SEND lunchtime clubs on a Monday.</p> <p>KS2 multi-sport clubs Mon-Thurs throughout the year. Every child in KS2 will take part in this club for 1 half term.</p> <p>Regular physical activity breaks in the classroom encouraged throughout school using resources such as:</p> <ul style="list-style-type: none"> - Gonoodle - Jumpstartjonny - BBC supermovers - Activate to concentrate <p>Aut 1 – PE leads to look at how we can improve the fitness of pupils throughout the school.</p>	<p>Soccerstars package.</p> <p>Part of £7600 Soccerstars package.</p> <p>£2500</p>	<p>clubs outside of school. (See SEF feedback). Local sport club leaflet made and shared.</p> <p>Sum impact – KS2 SEND children have received an additional 30 minutes of physical activity every Monday. They have also developed their social skills through these sessions.</p> <p>Impact – all KS2 children have received a half terms worth of an extra 30 minutes of physical activity at lunchtimes.</p> <p>Spring impact – SB met with SLT to discuss possibly using the healthy active schools programme next academic year. Next steps from this meeting were for SB to research possible ways we could measure pupils fitness and if we could compare this against a national average to assess if we would benefit from the programme.</p>	
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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:
				%
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>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.</p> <p>We aim to increase the pupils knowledge of the importance of physical activity to lead a healthy and active lifestyle.</p> <p>We also aim to increase the engagement and enthusiasm of our UKS2 pupils in PE by including coach led PE sessions, as well as teacher led PE sessions.</p>	<p>Celebrate sporting achievements of pupils in celebration assemblies:</p> <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 <p>School sport display in school hall celebrating achievements from festivals and competitions.</p> <p>Share information regarding sporting activities on school newsletters.</p> <p>Organise for Soccerstars coaches to lead 2/3 games units for Y5&6 during the year. (Aut1, Aut 2, Spr1, Spr2, Sum2)</p>	<p>N/A</p> <p>Part of £7600 Soccerstars package.</p>	<p>Celebrating and displaying sporting achievements helps to raise the profile of PE and School Sport, and motivate other children to partake in physical activity.</p> <p>Impact – Sports at Aut, Spring & Summer term newsletter sent to all parents and shared on website. The impact of this is that parents are aware of what curricular and extra-curricular activities we are providing.</p> <p>Aut impact – Y6 have received OAA and hockey sessions. Chn are enthused, engaged and motivated. Staff feedback has been extremely positive and planning has been amended to reflect the changes.</p>	

<p>Provide additional physical activity breaks for SEND pupils to support them with their listening and attention skills when back in the classroom.</p>	<p>Sum 1 – Soccerstars coach to work with small groups of KS1 SEND pupils to provide physical activity breaks from the classroom.</p> <p>Sum 2 – Pupil voice and discussion with teachers to monitor the impact of KS1 SEND clubs.</p>	<p>Part of £7600 Soccerstars package.</p>	<p>Spring impact – Y5 have received football and rugby sessions. Feedback from staff has been positive, particularly related to motivation and engagement of pupils (see questionnaire feedback)</p> <p>Summer impact – Y4 received striking and fielding and Y6 received athletics sessions. Feedback in relation to engagement of pupils continues to be very positive. Y6 teachers have also found the athletics sessions useful as CPD for them.</p> <p>Notes from Isaac, the Soccerstars coach, and brief discussions with teachers, have demonstrated the positive impact of the KS1 PE intervention groups. Teachers commented on the positive engagement and motivation of the pupils. Isaac noted the improved stamina and coordination of some pupils.</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	
<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>
<p>At MPS we aim to provide a varied, progressive and challenging PE curriculum to all pupils. To ensure this we will:</p> <p>Ensure that the PE planning used is progressive throughout the school and meets the requirements of the NC, and that staff feel confident to deliver this planning.</p> <p>Continually support staff with their delivery of PE.</p> <p>Ensure that assessment grids match the PE progression map and are a useful tool to support the pupils' progress in PE.</p> <p>Ensure that PE lessons are of a high quality and that staff feel confident in the delivery of PE.</p>	<p>Autumn term Provide training by a gymnastics coach throughout the year to continue to support UKS2 teachers with the delivery of the new gymnastics planning.</p> <p>OAA planning scrutiny - Y4 & 6 (discussions with staff and support from Soccerstars coaches.)</p> <p>Drop-ins – OAA Y4 & 6</p> <p>Organise for Rec to have a Soccerstars coach to run a unit of fundamentals activities.</p>	<p>£1008</p> <p>Part of £7600 Soccerstars package.</p>	<p>Aut impact – feedback from staff has been positive again. Staff have commented that they find it very beneficial having Laura there to both support the children and the teachers.</p> <p>Aut impact – we now have updated OAA planning for Y4 and Y6 which matches the progression map.</p> <p>Drop-ins showed good engagement of children and activities match progression map.</p> <p>Aut impact – feedback from both staff and pupils has been extremely positive about this. Teachers have commented that the children's physical skills, listening and following instruction skills have all improved. (see</p>	<p>Consider continuing this support whilst we have the premium funding.</p>

	<p>Organise for a DCCT coach to deliver the Joy of Moving unit to both Y5 classes.</p> <p>Spring term Provide training by a gymnastics coach throughout the year to continue to support UKS2 teachers with the delivery of the new gymnastics planning.</p> <p>Review and update PE assessment grids to ensure they match the PE progression map.</p> <p>Drop-ins - Monitor the impact of the new gymnastics planning.</p> <p>Soccerstars to lead football lessons with Y1&2.</p> <p>Summer term Planning scrutiny – KS2 athletics planning. Is it challenging enough and does it match the school PE progression map?</p> <p>Drop-ins – athletics lessons. Are the activities challenging for pupils and is there a progressive development of skills throughout the school?</p>	<p>£1500 DCCT affiliation</p> <p>£1008</p> <p>Part of £7600 Soccerstars package.</p>	<p>questionnaire) Aut impact – feedback from staff has been very positive. Teachers have commented that in particular, the children’s knowledge of living a healthy lifestyle has improved. (See questionnaire)</p> <p>Spring impact – drop-ins to gymnastic sessions with the coach demonstrated the positive impact that the coach’s support has. Pupils were engaged and overwhelmingly enjoying sessions. (See SEF feedback)</p> <p>Spring impact – All Year group’s assessment grids have been updated to match the PE progression map. Teachers will now be assessing pupils in greater depth, based on the skills taught in sessions.</p> <p>Spring impact – feedback from staff questionnaires demonstrates that the pupils were highly engaged and motivated. Evidence of pupils’ football skills improving. (See questionnaires)</p> <p>The athletics planning now matches the progression map and there is a clear progression of skills throughout the school.</p>	
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<p>PE leads to monitor the use of assessment grids termly to ensure consistency throughout the school.</p> <p>Take part in class swaps across the school to deepen PE leads knowledge of PE delivery.</p>	<p>In January, May & July PE leads check assessment grids to ensure they are being completed on a regular basis.</p> <p>Also check GD pupils to ensure that past GD and G&T pupils are still being recognised in other year groups.</p> <p>PE leads will do a class swap in Autumn and Spring term, teaching PE in a different year group.</p>		<p>PE leads have checked the assessment grids termly to ensure all elements of PE are being assessed. Teachers are using these grids throughout the year to assess the pupils. Through monitoring the GD pupils, we are able to track which children are being assessed at GD and the continuity of this throughout the year groups.</p> <p>Aut impact – KW and SB have dropped into Reception to look at the continuous provision for physical development. (See notes)</p> <p>Sum impact – SB did a drop in with Mrs Sharpe in Y3 and taught a gymnastics lesson. As part of this, I worked with SS to develop sequences within the Y3 planning. From this, I also led a short session with all teaching staff on how to include sequences within gymnastics lessons.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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 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.	<p>Organise extra-curricular clubs that run throughout the year with Soccerstars. This will include:</p> <p>KS1 after school football clubs ongoing throughout the year (parents to pay) EYFS after school football club Sum term (parents to pay)</p> <p>Soccerstars to run multisports lunchtime clubs for KS2 over 4 half terms. All pupils will take part in the lunchtime clubs.</p> <p>Autumn term KS2 Multi-sports after school clubs for Pupil Premium Pupils.</p> <p>KS2 girls football lunchtime club Y5/6 Boys football lunchtime club.</p> <p>KS2 Netball after school club.</p> <p>Spring term</p>	<p>N/A</p> <p>£2500</p> <p>Part of £7600 Soccerstars package.</p> <p>Part of £7600 Soccerstars</p>	<p>Year 1 & 2 children have had the opportunity to attend Soccerstars sessions all year. Reception children have had access to these since Spring 2.</p> <p>All KS2 children (except chn who attend nurture) took part and increased their physical activity by 40 minutes per week.</p> <p>Aut impact – 28 PP children from KS2 attended this after school club, increasing their physical activity by 45 minutes per week.</p> <p>Chn offered 45 minutes additional physical activity per week.</p> <p>Spring impact – feedback from the inactive club during a pupil voice was positive. All children</p>	

	<p>Y3&4 Inactive lunchtime club</p> <p>Y1&2 multi sports after school club (targeting PP children)</p> <p>Y5/6 Girls football lunchtime club</p> <p>KS2 basketball after school club</p> <p>Summer term</p> <p>Y5&6 inactive lunchtime club</p> <p>KS2 GD after school club</p> <p>KS2 cricket after school club</p> <p>SEND lunchtime club</p>	<p>package.</p> <p>Part of £7600 Soccerstars package.</p>	<p>stated that they wanted to join extra-curricular clubs (see SEF feedback)</p> <p>30 Y1&2 children attending the multi-sports club (1 PP)</p> <p>31 girls attended the girls football lunchtime club</p> <p>Summer impact - KS2 SEND children have received an additional 30 minutes of physical activity every Monday. They have also developed their social skills through these sessions.</p> <p>The inactive club has given Y5&6 children further opportunity to take part in physical activity, whilst The GD clubs have aimed to stretch our more able children.</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:
<p>At MPS we aim to offer pupils the experience and opportunity of attending tournaments in competitive environments against other schools across Derby City.</p> <p>We will also provide more intra-sporting competitive activities within school.</p>	<p>PE leads to book events throughout the year based on the SSP sporting calendar.</p> <p>Target 'achieve' competitions to provide more competitive opportunities for GD pupils.</p> <p>Coordinate clubs leading up to competitions.</p> <p>Track children attending competitions to ensure that as many children as possible have the opportunity to attend a competition.</p>	<p>Part of DCCT affiliation £1500</p> <p>Transport £1500</p> <p>Cover for staff £880</p>	<p>Aut impact – we have attended the following events: Cyclo cross EFL cup – progressed to County finals and came runner up (out of 400 schools) – achieve event Y5 Invasion Games festival</p> <p>Spring impact – we attended the following events: Y5/6 Girls football Celebration of Dance</p> <p>Summer impact – we attended the following events: 5H went to Summer sport Mega fest Y3&4 DCCT football tournament Y3&4 Kwik cricket Y5&6 Mini Tennis Y6 Football friendly at Silverhill</p> <p>Impact – through tracking who attends which event, we are able to offer opportunities to as many different pupils as possible. (see spreadsheet).</p>	

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