

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 2021:	Areas for further improvement and baseline evidence of need:
<p>Broad balanced curriculum 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.</p>	<p>Teachers to receive CPD on delivering the new gymnastics planning. Current OAA planning to be evaluated and possible new planning researched. Implement Head, Heart and Hand objectives in all PE lessons to ensure that pupils understand the different skills that they learn in PE. Re-introduce the Daily Mile and ensure it is done regularly in all year groups. Provide more coach led PE lessons for UKS2 to help the engagement and enthusiasm of pupils.</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>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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: 2021/22		Total fund allocated: £19,136		Date Updated: September 2021	
<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?:	
<p>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.</p> <p>Through engaging in physical activity the pupils should:</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>SEND lunchtime clubs once a week during the Spring and Summer terms.</p> <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>Autumn 1 – Active Games sessions on KS2 playground led by DCCT</p>	<p>£700</p> <p>£500 for equipment</p> <p>Training part of £5000 affiliation</p> <p>part of £5000 affiliation</p>	<p>Sum Impact - SEND pupils have the confidence to join in with physical activity and sporting activities. Their PE skills have also improved.</p> <p>Pupils across the school enjoy playtimes and build up their physical skills through playing with the equipment.</p> <p>Aut/Spring Impact – observations of mini leaders on the playground shows that the infant children are getting more opportunities to play games and use the equipment.</p> <p>Aut Impact – observations and feedback from the DCCT coach demonstrated that more children were joining with sport</p>	Sustainability and suggested next steps:	

	<p>coach on a Friday lunchtime.</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>Re-introduce the Daily Mile as a physical activity break in the school day.</p>		<p>games (Y5& 6 were primarily targeted).</p> <p>Pupils' concentration in class improves.</p> <p>Pupils' concentration in class improves and their fitness levels increase.</p> <p>Aut impact – this was discussed again with staff and it was agreed that staff would try and do the daily mile twice a week outside of PE lessons. This will be monitored in the Spring term.</p> <p>Spring impact – Y3 children approached PE lead to comment on how their fitness had improved from daily mile. They are enthused and enjoy this. Y5 children have increased their fitness by at least two laps since Sept.</p> <p>Summer impact – Y1 children have increased their fitness since September and are now able to run more laps than at the start of the year.</p>	
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 <i>Ongoing</i> <p>School sport display in school hall celebrating achievements from festivals and competitions. <i>Ongoing</i></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. (Aut2)</p>		<p>More pupils take part in sporting activities both in and out of school. They develop a love of physical activity.</p> <p>Spring impact – children are motivated to attend PE competitions; this can be seen by the tracking spreadsheet of children who apply.</p> <p>Pupils have a sense of pride from their sporting experiences and successes.</p> <p>Spring impact – This has been done internally in school but not on the website. KW and SB do not have the ability to do this.</p>	

	<p><i>Ongoing</i></p> <p>Organise for DCCT coaches to lead 2 games units for Y5&6 during the year. (Aut1, Spr1, Spr2, Sum2)</p> <p><i>Ongoing</i></p>	<p>part of £5000 affiliation</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> <p>Aut Impact – Y5 have received a unit and Y6 will receive a unit in Spring 1. We will conduct a pupil voice with a selection of pupils in the Spring term to assess the impact of this.</p> <p>Spring impact – Y6 received hockey from DCCT coach. Pupil voice showed this inspired and motivate the children. Children enjoy having the coaches and they feel they offer new skills that they sometimes don't receive from teaching staff as they are specialists.</p> <p>Summer impact – This term Y4 have received striking and fielding and Y6 have had athletics from a Soccerstars coach. We moved to using Soccerstars as the DCCT coach that we had moved jobs and we felt that the Soccerstars coach was of a better quality than the replacement DCCT one. Feedback from these has continued to be very positive.</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>Increase the confidence and competence of recently qualified teachers when teaching PE.</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>Organise mentoring from Soccerstars for Miss Moran (RQT) – Summer 1 Discussed with AM – striking and fielding KW to liaise with soccer stars.</p> <p>Provide training by a gymnastics coach throughout the year to support teachers with the delivery of the new gymnastics planning. (Aut1)</p> <p>Monitor the impact of the new gymnastics planning through discussions with staff, drop-ins and discussions with pupils.</p>	<p>part of £5000 affiliation</p> <p>£2000</p>	<p>Pupils' PE skills improve as the teachers are delivering high quality PE lessons.</p> <p>Summer impact – AM received a half-term of striking and fielding support. Through this she has gained more confidence in delivering this unit, and other games lessons.</p> <p>Aut Impact: Drop-ins and discussions with staff demonstrated that the pupils were more engaged and challenged with the new gym planning. There were issues with teacher confidence and the skill level being too challenging. We are therefore developing our own scheme of gym planning, working with a trained gym coach. (See SEF feedback)</p> <p>Spring impact:</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>Provide practical training for staff in the hall with children. (INSET on 11th July)</p> <p>Review current OAA planning and research possible new planning that could be used throughout the school. (Aut 2)</p> <p>Deliver training on Head, Heart</p>		<p>In discussion with LG and PE leads we decided to develop our own gym planning based on our progression map and that suited the needs of our school. The previous planning was too challenging for our setting. KW met with MGym to create a new progression map that is suitable for our environment. Staff were given time with MGym to plan from the progression map, a sequence of lessons for their year group. All year groups now have at least a sequence of 7 lessons to be taught in Spring/Summer. From questionnaires all staff commented on an increase in confidence after training with Laura but have request a physical session as development to support practical knowledge.</p> <p>Summer impact:</p> <p>Aut impact: There was planning in place across all of KS2. Points were identified that need to be added to ensure that we are covering all objectives on the progression map. These are currently being added to planning. This will be reviewed in the Summer term to ensure that all planning has been updated.</p> <p>Aut impact: Since the training on this, we have regularly</p>	
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	<p>and Hand objectives and monitor staff using these in PE lessons. Staff will be asked to use these terms and share these objectives in every lesson. (Aut1)</p> <p>PE leads will create a visual Head, Heart and Hand display in the hall for teachers and pupils to refer to.</p> <p>Organise for Rec to have a DCCT coach to run a unit of fundamentals activities – Autumn 2.</p> <p>Organise for a DCCT coach to deliver the Joy of Moving unit to both Y5 classes.</p>	<p>Leadership time for PE leads.</p> <p>Leadership time for PE leads.</p>	<p>witnessed head, heart and hand objectives being displayed in lessons. The purchasing of portable whiteboards has made this much easier for staff. I have also had children come up to me and refer to head, heart and hand objectives. This will be more formally monitored in the Spring term.</p> <p>Summer impact: A pupil voice meeting based on their understanding of the head, hand and heart objectives demonstrated that the pupils had a much greater understanding of the different skills they learn in PE, not just physical ones. They were becoming more familiar with the terms head, heart and hand, and could talk about what these mean. As PE leaders we will need to continue to ensure that these objectives are used consistently in PE lessons next year.</p> <p>Aut impact: (awaiting feedback from EYFS teachers) Rec pupils develop solid fundamental skills which will provide a basis for future physical activity.</p> <p>Spring impact: A pupil voice discussion with some Reception children showed that the DCCT coach led sessions had been fun and engaging. They all spoke positively about having a coach in to do PE.</p> <p>Pupils' have a greater understanding of the importance of leading an active and healthy lifestyle and how this can be achieved.</p>	
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<p>Ensure that PE lessons are of a high quality and that staff feel confident in the delivery of PE.</p> <p>PE leads to monitor the use of assessment grids termly to ensure consistency throughout the school.</p>	<p>PE coordinator will informally drop-in on a selection of PE lessons throughout the year. These will cover:</p> <p>Aut1 – monitoring gymnastics training</p> <p>Spring 1 – Games – is head/heart/hands being used consistently?</p> <p>Spring 2 – impact of new gymnastics planning</p> <p>Sum 2 – impact of new athletics planning.</p> <p>Provide feedback to staff verbally and written, commenting on positive practise seen and any specific areas for development.</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>Aut impact:</p> <p>From the gymnastics drop-ins we were able to identify the positives and negatives in the new planning. From this we have planned how we are going to develop our gym curriculum further. (See SEF form)</p> <p>Spring impact- Pupil voice, drop in and scrutiny feedback shared with staff. Feedback from pupil voice head, heart and hand shows children and much more familiar with the terms and we will now focus on embedding this language.</p> <p>Summer impact – drop-ins to gym lessons demonstrated that the new planning is providing much more challenging and engaging lessons for pupils. Through the training staff generally feel more confident to teach gymnastics. Y5/6 teachers would like more training on cartwheels and handstands.</p> <p>Teachers and PE leads will have a secure knowledge of the progress that pupils are making in all areas of PE.</p> <p>Summer impact – through checking the assessment grids throughout the year we saw that all teachers were filling in their assessment grids as they taught the units. We have not cross-referenced GD pupils. This is something that we will look at next year.</p>	
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<p>Speak with pupils across a range of year groups to discover their views of PE.</p>	<p>PE leads will meet with a group of pupils from KS2 to discuss the use of head/heart/hand objectives in lessons. Spring</p> <p>PE leads will also lead a pupil voice session on the impact of the new gymnastics planning. Summer</p>		<p>PE leaders will have a better understanding of pupils views on PE and will be able to make any changes necessary to improve our PE provision.</p> <p>Summer impact: A pupil voice meeting based on their understanding of the head, hand and heart objectives demonstrated that the pupils had a much greater understanding of the different skills they learn in PE, not just physical ones. They were becoming more familiar with the terms head, heart and hand, and could talk about what these mean. As PE leaders we will need to continue to ensure that these objectives are used consistently in PE lessons next year.</p> <p>I met with a group of Y4-6 pupils about their experiences of the new gym planning. All pupils were very positive and commented that they enjoyed the new activities and found the skills challenging (see SEF form).</p>	
<p>Take part in class swaps across the school to deepen PE leads knowledge of PE delivery.</p>	<p>PE leads will do a class swap in Autumn and Spring term, teaching PE in a different year group.</p>		<p>Aut impact:</p> <p>The OAA class swap by KW helped to identify areas that needed developing in the Y4 OAA planning.</p> <p>The dance class swap by SB in Y3 helped to develop my understanding of the dance units taught in Y3. Feedback was also given to the teachers about putting in more opportunities for evaluating. (See feedback forms).</p> <p>Spring impact:</p> <p>KW identified fundamentals skills in Y2 are strong. Whole school planning is being used;</p>	

			to develop skills in line with school expectations. Summer impact: SB taught a gym lesson in Y5 using the new gym planning. The lesson was challenging for the pupils. The planning was a little unclear at times and Y5 staff are meeting to make it easier to follow.	
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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 with the following agencies: - Soccerstars - DCCT multi-sport clubs Organise Soccerstars to run lunchtime clubs for KS2 over 4 half terms. All pupils will take part in the lunchtime clubs. PE leads and teaching staff will identify 'inactive' pupils in KS2 and these will be given the chance to	part of £5000 affiliation £700 part of £5000	More pupils take part in sporting activities both in and out of school. They develop a love of physical activity. Impact: <ul style="list-style-type: none"> All children in Y3 – 6 received an extra 45 mins physical activity per week for 6 weeks. Y3 – 6 inactive children received an additional 45 minutes physical activity on top of this. Pupil premium children from Y1-6 were 	

	<p>take part in a lunchtime club led by DCCT.</p> <p>Pupil premium pupils in KS1 and KS2 will be offered a free after school club led by DCCT.</p> <p>GD KS1 and KS2 pupils will be offered a free after school club led by DCCT.</p> <p>EYFS and KS1 Soccerstars after school clubs will run throughout the year.</p> <p>SEND lunchtime clubs once a week during the Spring and Summer terms.</p>	<p>affiliation</p> <p>part of £5000 affiliation</p> <p>part of £5000 affiliation</p> <p>£700</p>	<p>given the opportunity to take part in a free after school club for 6 weeks. 20 PP children attended.</p> <ul style="list-style-type: none"> • KS2 GD pupils were invited to a free after school club to challenge them further. <p>Impact: SEND pupils have the confidence to join in with physical activity and sporting activities. They may also access sporting activities outside of school</p>	
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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:
<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 depending on social distancing rules</p>	<p>PE leads to book events throughout the year based on the SSP sporting calendar.</p> <p>To coordinate clubs leading up to competitions.</p> <p>Attend a variety of competitions for KS1 and KS2.</p> <p>Track children attending competitions to ensure that as many children as possible have the opportunity to attend a competition.</p>	<p>Transport £1000</p> <p>Cover for staff £1000</p>	<p>Pupils are motivated to try new sporting activities both in and out of school.</p> <p>Pupils' PE skills develop further through trying new sports.</p> <p>Pupils' team work skills develop through competing in a team.</p> <p>Impact: Tracking of attendance/enquiry shows in all activities we have offered more children are applying than space. This means we are promoting a positive, enthused environment for children to engage in additional physical activity opportunities.</p>	

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