

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021. To see an example of how to complete the table please click [HERE](#).

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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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
See evaluation from 2019-20	

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £3314.320	Date Updated: 2.11.20	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £3314.32
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To enable the children to be more active on the playground.</p> <p>Storage</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Buy more equipment so the children are encouraged to join in with more active play.</p> <p>To safely store equipment.</p> <p>To enable staff easy access to equipment at playtimes.</p>	<p>Carry over funding allocated:</p> <p>£1000</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>All pupils using play equipment and being active.</p> <p>For equipment to be utilised more effectively and to be kept in good working condition.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Play leaders to run activities alongside staff to keep all children active.</p> <p>Storage will enable sports leaders to choose out their equipment quickly to run sports play.</p>

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p>NB only 1 Y5 class attended swimming in 2019-20 due to lockdown in March 2020. This year group should be attending swimming in Y6 2020-21 if allowed due to government guidelines.</p>
<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>52% National 2017. Moorpark Junior 2018 - 56%. Moorpark Junior 2019. – 67% Moorpark Junior 2020 – COVID (3%) See above</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>0%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0%</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>	<p>Yes/No</p>

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:		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			Percentage of total allocation:	
			63%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To develop the fitness levels of the pupils</p> <p>Ensure pupils are getting 30 mins quality exercise daily.</p> <p>To raise the profile of healthy eating</p>	<p>Targeted groups of pupils from bleep test data to have extra PE lessons each week with GA</p> <p>Daily mile reintroduced for w/school led by HLTA</p> <p>Playground leaders lead activities at break and lunch led by HLTA</p> <p>Purchase playground/PE equipment and new shed</p> <p>Increased range of after school sports club - when permitted.</p> <p>Invite city catering in to deliver workshops about healthy eating - date tbc</p>	<p>Playground leader training</p> <p>Y3 - 29/9/20</p> <p>Y4 - 2/10/20</p> <p>7.5 hrs per week- (12 - 1.30pm x 4) = £8137</p> <p>15 hours</p> <p>£1500</p> <p>£2000 (dance CPD)</p> <p>4x £60 per week x 7</p>	<p>ALL pupils involved in 30 minutes of additional activity every day.</p> <p>Gold mark achieved for at least half of the pupils attending after school sports clubs (120) per week.</p> <p>Pupils choose healthier options for snacks and packed lunches.</p>	<p>Pupils plan and run healthy eating workshops for other pupils.</p> <p>PE coach to train staff/pupils to continue to organise sports play activities at dinnertime and playtime.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
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:	Sustainability and suggested next steps:
Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. Invite sports personalities local/national into school	<p>nt assemblies to showcase a range of different physical activities.</p> <p>Weekly celebration assemblies to celebrate team and individual gains.</p> <p>Ascertain which local personalities the pupils relate to and invite them into school.</p>	£1500 (potential 2 people)	<p>Increased number of children taking on new activities</p> <p>Increased uptake of sports in extracurricular clubs</p>	Participation in sponsored event through Sports England

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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:
To improve the progress and attainment of pupils, all staff (teachers and support staff) will receive good quality CPD.	School PE Lead to access oPEn network, through annual membership, and identify CPD opportunities for staff. Orienteering course GA 1/10/20 Possible level 5 training for PE HLTA Cricket sessions to be delivered to all year groups by Chance to shine -CPD	Shared annual membership with Jackfield Infant School through the oPEn network 5 CPD provider £1000 £950 £188 - to enable identified G&T pupils to attend rising stars clubs locally.	PE lead is able to show increased knowledge in subject leadership Orienteering is part of the PE curriculum Staff understand the skills and have a greater understanding of how to teach cricket.	Training of specialist PE HLTAs
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
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>Additional achievements: continue to offer a wide range of activities at lunchtime and after school activities</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities and have been identified through fitness test data.</p>	<p>New HLTA to offer alternative sports as identified from pupil voice. (links to priority 1) Starting Autumn 2. New clubs to begin when permitted.</p> <p>Purchase new equipment to maintain a quality standard of resources and to offer new sports -Tri golf, cheerleading, skateboarding? (links to priority 1)</p> <p>Complete a pupil survey to find out which sports pupils would like.</p> <p>Identified pupils to be taken for group work in the mornings by HLTA</p>	<p>£1000</p>	<p>Increased number of pupils participating in clubs compared to previous yea - when permitted.</p> <p>Increased fitness levels of pupils from fitness test data.</p>	<p>Staff trained by external coaches to deliver clubs</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
Identify activities beyond pupils experiences	<p>Arrange friendly competition using sport partnerships or collaborative schools - Y2/3 transition festival with JIS. Football and cricket competition organised across the MAT. Transition festival planned for Summer term.</p> <p>Y5/6 football tournament with AJS</p> <p>Participation in events planned through the oPEn network. -sports hall athletics, sports 4all festival Y3/4</p> <p>Take part in the Dance 19 event at the Victoria Hall. - March 2021</p> <p>Transport pupils to and from competition and purchase prizes.</p>	<p>£90</p> <p>£1000</p>	Increased number of pupils participating in competitive sport compared to previous year.	Networks established with leads.

Signed off by	
Head Teacher:	L Wright
Date:	10.11.20
Subject Leader:	L Rooney

Date:	10.11.20
Governor:	J Lovatt
Date:	10.11.20