

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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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>Implementation of “The Mighty Merton” Award – to increase effort and use of skills in PE lessons for pupils. Teachers to nominate a child who they think has worked hard to achieve the award. Presented in school meeting fortnightly. Celebrate the School value of “To Be The Best We Can Be”</p> <p>High participation and strengthening of results from the regional Cross Country events, supported by LSA and school staff. Club run by an athletics coach. Increasing children’s personal challenges.</p> <p>Increase in the number and variety of activities offered as extra –curricular clubs to help more pupils engage in 60 minutes activity a day.</p> <p>Extra-curricular scooter club run in the mornings to try and engage upper KS2 participation – success with Year 5.</p> <p>Successful implementation of Brain Breaks across the School.</p>	<p>Our prime area for improvement is to ensure the PE Coach / teachers are providing building blocks for pupils to develop key functional sports skills. This will be evidenced using our skills progression grids and ensuring each year group is following the recommended skills. All children should be confident and competent ‘Merton Movers’, demonstrating developing control.</p> <p>Active lessons will continue to be increased across the whole school and continue to be embedded into the whole school ethos and school development plan</p> <p>Children must also be encouraged to take greater ownership and responsibility for their own physical activity. We aim to provide more opportunities for children to engage with physical activities throughout their school day, beyond taught PE sessions.</p> <p>Break times and lunch times should provide the opportunity for children to partake in more structured physical activity as well as free play. This may be implemented through a combination of school staff and children trained as sports ‘leaders’.</p>

Meeting national curriculum requirements for swimming and water safety.	
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.	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	39%
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?	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: 2019/20		Total fund allocated: £		Date Updated:	
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:
					30%
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 know now and what can they do now? What has changed?:		Sustainability and suggested next steps:
<ul style="list-style-type: none"> To offer a range of after school physical activities To implement the “Mighty Merton” School sport trophy In class, continue to use brain breaks to encourage daily physical activity 	<ul style="list-style-type: none"> Regularly inform staff of any new resources or sites which encourage physical activity Recruit skilled sports professionals Purchase more equipment Ensure teachers and the sports coach are made aware of the Mighty Merton incentive for children and encourage the pupils to be the best they can be. 	£5100	<ul style="list-style-type: none"> Student’s physical activity has increased Students have a goal to aim for, whereas, before they didn’t have a physically active goal Attainment improvement across all classes 	<ul style="list-style-type: none"> New before and after school clubs implemented. Children who have struggled with attendance have managed to get into school on time due to a morning club being available <p>Suggested next steps:</p> <ul style="list-style-type: none"> Student voice questionnaire: What do the children want to see offered? Lunchtime and break time sports to encourage further physical activity 	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 20%
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:
<ul style="list-style-type: none"> Specialist coaches provide CPD for staff. Including: Athletics, Skipping, Well-being programme for Yrs 5 & 6 Implementation of “The Mighty Merton” Award – to increase effort and use of skills in PE lessons for pupils. Teachers to nominate a child who they think has worked hard to achieve the award. Presented in school meeting fortnightly. High participation and winning results from the regional Cross Country events, supported by LSA and School teacher. Club ran by an athletics coach. 	<ul style="list-style-type: none"> Ensure teachers and the sports coach are made aware of the Mighty Merton incentive for children and encourage the pupils to be the best they can be. 	£3400	<ul style="list-style-type: none"> Teaching of PE is of a very high standard and continues to be developed and supported well. Children have an increased awareness of how to maintain a healthy lifestyle Increase in the enthusiasm and passion for sport and physical activity but overall being healthy both mentally and physically 	<p>Unable to complete the majority of Staff CPD due to COVID</p> <p>Suggested next steps:</p> <ul style="list-style-type: none"> Encourage a high profile celebration of sport across the school: certificates, sports leaders, whole school and wider community sports challenges/events Staff CPD

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> Specialist coaches provide CPD for staff. Including: Dance, Gym, Fundamental movement, Athletics, Skipping, Well-being programme for Yrs 5 & 6 To participate in sports competitions including: South Charnwood SSPAN 	<ul style="list-style-type: none"> CPD Support from South Charnwood SSPAN South Charnwood School Sport Partnership Use local authority, as well as National Governing Body to support the PE coordinator and teachers. To support children's participation in a range of competitive sporting situations. To offer opportunities for more able participants. 	£3400	<ul style="list-style-type: none"> Teaching of PE is of a very high standard and continues to be developed and supported well. Children have an increased awareness of how to maintain a healthy lifestyle. Pupils are being taught two hours of high quality PE a week 	<p>Staff to receive regular CPD so their confidence in delivering high quality PE is high.</p> <p>Suggested next steps: PE coordinator to attend relevant training to be able to help and support staff with the delivery of PE and provide new ideas or initiatives</p> <p>Staff audit to provide areas of improvement for all staff</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:

<ul style="list-style-type: none"> Wider range of activities offered before school and after school to increase the engagement of pupils being active for at least 60 minutes a day. 	<ul style="list-style-type: none"> Purchase of new equipment Specialist Athletics coach employed for an after school club Participation in the Cross country county schools competitions Leicester Tigers School Partnership 	<p>£3400</p>	<ul style="list-style-type: none"> Pupils have had access to a wide variety of before and after school clubs (multi sports, basketball, scooter club, football, cross country, cheerleading, dance) which had full capacity compared to the year before when there was limited physical activity. 	<p>Continual review of activities available to children and purchase any new equipment when necessary.</p> <p>Suggested next steps: Staff to teach a wider range of activities to pupils during their PE lessons to engage all pupils in two hours of high quality physical activity</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
<ul style="list-style-type: none"> To attend at least 50% of the South Charnwood School Sport Partnership events To offer more competitive sport opportunities at lunchtimes and after school. 	<ul style="list-style-type: none"> Staff to have the availability to transport children to the variety of events. LE to research how to engage children in competitive sport opportunities, student voice questionnaire. 	£1700	<ul style="list-style-type: none"> Increase in the number of pupils engaged in competitive sport at lunchtimes and at South Charnwood School Sport Partnership events 	<p>Review children's participation in competitive sport throughout the year and engage children who have not participated in competitive sport.</p> <p>Suggested next steps: CPD for lunch time staff so they are confident at organising competitive sporting opportunities for children during lunchtimes.</p>

Signed off by	
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Date:	27/7/20
Subject Leader:	Lara Eggleston
Date:	21/7/20
Governor:	
Date:	