

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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.

**** 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](#).

Created by:



Supported by:



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:
<p>Increased confidence amongst staff in delivering high quality PE lessons through working alongside PE specialist in lessons.</p> <p>Family Fitness sessions before school to increase activity levels and forge bonds with community.</p> <p>Online PE lessons x 2 per week available to all classes during lockdown along with PE related home learning.</p> <p>Bubbles kept active through PASS support in PE, Year 6 Sports Day.</p>	<p>Increase in confidence and regularity of assessment in PE.</p> <p>Continue to raise profile of PE throughout the school with extra challenges/competitions – personal and intra class/school.</p> <p>Continue to use PE as a driver to further the feeling of community within school.</p>

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

YES/NO * Delete as applicable

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: £1970.51	Date Updated: Dec 2020		
<p>What Key indicator(s) are you going to focus on?</p> <p>Due to Covid restrictions, it is difficult to plan for something definitively. However, these extra funds will possibly be used for extra swimming lessons to take place for children who are identified and prioritised as ones who need 'topping up'. Start with Y6 children and rolling down throughout the school.</p>			Total Carry Over Funding:	£1970.51
Intent	Implementation	Impact		

<p>Your school focus should be clear how you want to impact on your pupils.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Carry over funding allocated:</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>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>
---	---	--------------------------------------	--	---

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	DEC 2020. Data is currently being collated. This is being done via ParentMail to gauge percentages.
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/ No Not yet, but plans to do this.

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.

N.B. Use of PASS as main PE support in school. PASS's involvement is spread across all of the KIs. However, the expenditure for them, for the sake of this report, has been allocated to KI 3.

For further evidence on the impact PASS has had with MCA please see the school website for their termly reports.

Academic Year: 2020/21		Total fund allocated: £19,770		Date Updated: AS OF 8-1-21, £12,946 HAS BEEN SPENT.	
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					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: 1750.75	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increased engagement to promote active lunchtimes for all. Increasing children's physical activity levels and physical literacy.	A range of new equipment ordered and disseminated at lunchtime.		£1050.75	Children are engaging with all playtime equipment. The use of the playtime trolleys. Supervisors have noted the children's enjoyment and lunchtime and have noted that behaviour has notably improved even further with the help of structured activity.	
Wellbeing Wednesday - Increased engagement to promote physical activity and mental wellbeing	PASS to deliver Wednesday lunchtime dance /aerobics sessions to all playgrounds and all children.		Covered in PASS membership.	More children creating own dances and having the confidence to perform them in	During lockdown, RS to encourage Y 5/6 pupils to lead/record some routines for the rest of the school

Created by:



Supported by:



for all. Increased physical activity working towards 30 minutes	Children in Year 6 classes to trial wearing 'Step its' pedometers to count steps achieved across a week in school. Create or use existing step challenges to motivate children. Rotate equipment weekly to compare results across both classes. Buy Moki fitness bands and trial with Year 5 classes to develop a house or class competition. MOKI bands purchased with small grant at the end of last year.	c.£700 for 2 sets of Step Its.	front of others. All members of Y6 participated and enjoyed the physical challenge (both self and peer vs peer) to maximise step count. Notable increase in motivation to be active and pupil voice to confirm this. MOKI bands were handed to Y5 but not yet trialled because of C-19.	Look to purchase 2 sets to roll out across Y5 and 6. This will turn promote some intra-school/year group competition as well as increase activity levels.
--	--	--------------------------------	--	---

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: 803.20	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continuing to raise attainment in mathematics and use physical activity and PE as a tool to improve progress.	<ul style="list-style-type: none"> - Renew subscription to Maths of the Day to ensure more active maths. - Teachers to receive further training in delivering this - Resources to be purchased if necessary, to help with running sessions. 	Covered in spending from last year	Due to C-19 has been difficult to implement fully in school. Teachers are encouraging active paths activities at home.	Continue to monitor engagement at home during lockdown and beyond when school returns in maths data.
Continue and expand 'Star of the day' reward scheme so that all classes reward a PE star of the day in every PE lesson and this is shared with the	All staff need to be aware of the award and have medals. Recognition for individual children possibly linked to head, heart and	N/A	Continue to highlight commitment and effort/sportsmanship qualities at home during lockdown when	Look to create a school competition that work collaboratively with other subjects (linked to HP)

<p>rest of the school/Year group page?</p> <p>PASS to deliver training on delivering PE to the whole child using the Head, Heart, Hands ethos.</p> <p>Focus on sense of belonging and community as part of 'Team MCA'</p>	<p>hands.</p> <p>Head, Heart, Hands posters visible on PE noticeboard in the hall. Head, heart and hands icons and key skills visible on PE schemes of work. Embed new assessment framework to mirror.</p> <p>Purchase of staff 'PE kit' to demonstrate to all pupils and community members that PE is valued and prioritises at MCA. Each teacher to receive a sporting fleece and polo shirt to wear whilst taking PE lessons.</p>	<p>Covered in PASS membership</p> <p>£803.20</p>	<p>children complete PE lockdown homework.</p> <p>Jan 2021: Can this happen virtually now? RS to ask PASS.</p> <p>RS to ensure all teachers are wearing their kit, creating a sense of unity within their classes whilst taking PE lessons.</p>	<p>RS to investigate the possible changing of children's PE kit (primarily the top) to one that is the same throughout the school. RS and MSM to discuss practicality of all pupils/families being able to fund this. Use of PP?0</p>
---	--	--	---	---

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: £9270</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>PASS staff to work alongside class teachers and support staff to support the delivery of high quality PE lessons. Increasing subject knowledge, confidence and skills.</p> <p>Staff to attend PASS CPD as required throughout the year in areas of need. Aiming to raise subject knowledge and confidence to ensure children have the best quality PE lessons and</p>	<p>R.S to review staff PE audits to assess strengths and areas for improvement across new and existing staff at MCA.</p> <p>R.S to put together a timetable of support across the academic year working with staff who expressed a need for support in activities more required.</p> <p>T1 – Y2 & Y5 T2 – Y3 & Y4 T3 – Y3 & Y4</p> <p>Staff to complete an audit by PASS at the start of the term to identify main teaching and learning areas where support is needed and what they want themselves and the children to gain.</p> <p>R.S to advertise to staff and encourage attendance.</p>	<p>Covered in PASS membership (£9270)</p> <p>Covered in PASS membership</p>	<p>Jan 2021: Can this happen virtually now? RS to ask PASS.</p> <p>Jan 2021: Can this happen virtually now? RS to ask PASS.</p>	

progress at the necessary rate.				
MCA are entitled up to 4 PE twilights in any areas most required from PE audit in order to increase subject knowledge and confidence in delivering high quality PE lessons.	R.S to set dates with leadership team and decide on themes	Covered in PASS membership	Jan 2021: Can this happen virtually now? RS to ask PASS.	
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: 1122.75	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: PASS to deliver Year 3 & Year 4 after school sports club to increase the amount of physical activity extra-curricular clubs offered to these year groups and to allow children to try a broad range of sports and activities	Clubs advertised Club led by PASS in terms 1-3 Sports covered so far; basketball, athletics, tennis, rugby and netball.	Covered in PASS membership	PASS are leading virtual after school clubs (JAN 21).	RS to monitor participation and look to encourage/advertise these regularly to increase participation rates.
Investment in a range of high-quality equipment to encourage and inspire children to participate in extra-curricular clubs and for use in lessons.	Purchase of additional/improved pieces of equipment in activities such as: tennis, basketball, football, netball. This includes additional netball posts and football goals.	1122.75		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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: Due to Covid, no planned competitions that would incur a cost at present</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>Continue to enter Schools Games competitions across a range of sports and year groups virtually.</p> <p>Encourage more intra school competition in class bubbles</p> <p>Encourage increased entries into PASS Personal Challenges throughout the year in a range of activities in order to increase levels of intra ad and inter school competition and children understanding of beating personal bests.</p>	<p>Enter Y5 & 6 Sportshall Athletics event in term 2. Enter Basketball challenge in term 3.</p> <p>Teaching staff to lead an intra school competition at the end of each term in the activity that they have been covering and share results across school.</p> <p>Throughout each term teaching staff and midday supervisors to give children opportunity to practice and beat personal bests. R.S to send PASS results by deadline each term.</p>	<p>N/A</p>	<p>All children in Y 5/6 participated in virtual Gravesham sports hall athletics competition. Top 5 athletes in each class were celebrated and will go onto represent the school at the next stage of the competition.</p> <p>Engagement with challenges. Videos/pictures being sent in.</p> <p>Engagement with challenges. Videos/pictures being sent in</p>	<p>Ensure MCA sign up to other Take Pride virtual events when timetable/C-19 restrictions allow.</p> <p>Look to link to above mentioned competition when established. In the meantime, look to set challenges virtually between classes.</p> <p>Introduce through website to do virtually/at home.</p>

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