

# Evidencing the impact of the Primary PE and sport premium

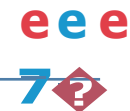
Website Reporting Tool  
Revised July 2021



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](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 1970.51
Total amount allocated for 2020/21	£ 19,770
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 1756.38
Total amount allocated for 2021/22	£ 19,770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 21,526.38

## Swimming Data

Please report on your Swimming Data below.

<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 which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></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><b>N.B.</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>Please see note above</p>	80%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	72%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	65%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	No

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## 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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> 21,526.38		<b>Date Updated:</b> 27-9-21	
<b>Key indicator 1:</b> 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: 16.5%
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:  3266.89	Evidence of impact: what do pupils now know and what can they now do? What has changed? What will this look like?
Increased engagement to promote active lunchtimes for all. Increasing children's physical activity levels and physical literacy.		More midday supervisors engaged and knowledgeable about the importance of regular physical activity. Zoned play areas with different themes promoting physical activity: dance, ball games, trim trail, football, parachute and hoop games.		As part of Opal covered in last year's spend  215.16 to supply equipment to different stations throughout the year.	Increased physical activity (test through Moki bands)  Improved collaboration of different year groups working together
					Sustainability and suggested next steps:  Opal to monitor success of programme and to train where needed.  Pupil and staff voicing/feedback Adaptions made to outside areas as seasons change. All weather clothing?

Continued development and implementation of OPAL scheme to lunch and playtimes	£341.73 On training for OPAL leader training.		
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Increased physical activity working towards 30 minutes through expanding the activity tracker programme to more classes and more children.	Plan devised as to use of activity trackers between classes and or house groups.	£2430	More children exposed to activity trackers and the importance of physical activity on their health and wellbeing.	Activity tracker results shared in assemblies/school website etc. Rewards for classes/houses.
Increased volume of active breaks within the classroom	Purchase subscription to Imoves and their brain breaks package.	£280	Classes taking regular brain breaks to stimulate brain activity and improve concentration in the classroom.	Pupil voice/academic results.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				11.9%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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: 2352.79	Evidence of impact: what do pupils now know and what can they now do? What has changed? What will this look like?	Sustainability and suggested next steps:

<p>To use Sports Ambassadors to promote the importance of physical activity</p> <p>Further develop 'Star of the day' to raise the profile of PE across the school.</p> <p>Further develop the quality of PE and meaningful PE assessment through</p>	<p>All Year 6 to receive leadership training by PASS in term 1. Certain children to go onto be MCA Sports Ambassadors. MCA ambassadors to lead physical activity at lunchtimes to younger pupils. Sports Ambassadors used to lead virtual Infant Agility and Sportshall Athletics competitions.</p> <p>All new staff to know what the 'Star of the Day' is. Medals obtained where required. Star of the day to be shared in assemblies/school website. Housepoints gained. I</p> <p>Investment in the Phys Ed. Life skills Awards' in term 1. R.S and PASS to</p>	<p>£covered in PASS membership</p> <p>Medals? £147</p> <p>£236</p>	<p>More children motivated to be Sports Ambassadors and promote healthy lifestyles.</p> <p>More children active at lunchtimes.</p> <p>More children showing improved effort and other key values such as resilience, respect etc in PE.</p> <p>More children understanding the importance of cognitive and</p>	<p>Rewards for Sports Ambassadors. KS1 to vote for leader of the term?</p> <p>Further refresher training when required by PASS.</p> <p>Sharing star of the day regularly with whole school. Housepoints gained and added cumulative total.</p> <p>Ensure achievements are shared with whole school and</p>
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<p>the head, heart, hands ethos.</p>	<p>spend time reading through resources and looking at how it could be implemented in PE alongside the head, heart, hands approach.</p>		<p>behavioural/emotional aspects of PE and not just physical. More children to develop their understanding that key skills gained in PE can be closely linked with life skills.</p>	<p>via website where possible. Children's individual logs kept up to date and shared with other staff.</p>
<p>Further promote 'Team MCA' on school website to share pupil achievements in sport.</p>	<p>Email to parents asking for photographs and information on achievements. Evidence collated and shared on school website (and potentially on school noticeboard?)</p>		<p>TEAM MCA section on school website promoting achievements across the school.</p>	<p>Keep team MCA up to date by emailing parents where necessary.</p>
<p>Focus on sense of belonging and community as part of 'Team MCA'</p>	<p>Purchase of staff 'PE kit' for new staff members to demonstrate to all pupils and community members that PE is valued and priorities at MCA. Each teacher to receive a sporting fleece and polo shirt to wear whilst taking PE lessons.</p>	<p>538.70</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?</p>
<p>Continue to raise attainment in mathematics through use of Maths of the Day lessons</p>	<ul style="list-style-type: none"> <li>- Teachers to receive further training in delivering this</li> <li>- Resources to be purchased if necessary, to help with running</li> </ul>	<p>£990- covering 3 years</p>	<p>RS to continue working alongside maths leads to promote and monitor.</p>	



Inspire future year groups to be part of flagship teams in school.	sessions. Purchase and embroidery of new football kits. Teams to be focused on and celebrated in assemblies.	441.09		
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation: 48.3%
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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: 9552.60	Evidence of impact: what do pupils now know and what can they now do? What has changed? What will this look like?
PASS specialist PE teacher to work alongside class teachers and supporting adults within PE lessons to upskill and improve confidence in delivering high quality PE lessons.	Staff audit completed on potential gaps in certain activities or teaching and learning areas. R.S to create a timetable on who PASS works with in which terms to gain most impact.	Covered in PASS membership  + 167.60 for whiteboards for teachers to use in lessons.  +115 for subscription to AfPE	Staff feedback forms completed at start and end of each term demonstrating quantitative and qualitative data. Potential for improvements in subject knowledge, confidence, ability to differentiate successfully, developments in progressions of skills and ability to assess effectively.
MCA staff to attend PASS CPD sessions where appropriate across the year to upskill.	PASS and RS to advertise forthcoming CPD opportunities to staff.		Skills and knowledge gained utilised in other PE lessons. Ideas shared with colleagues. PASS to continue working with staff who need most support in the activity areas they have identified.
			Increased subject knowledge, confidence. Quality of PE lessons improving through staff feedback and pupil voicing.
			Ideas and resources gained shared with colleagues at MCA.

<p>PASS staff to lead bespoke CPD as directed.</p>	<p>RS to direct specialist PE teacher in training needs throughout the academic year.</p>		<p>Increased confidence in identified areas of need for staff.</p> <p>RS and PASS (SB) led 2 CPD session after school throughout the year in addition to PASS's regular support with teachers. Foci: assessment and differentiation.</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:  
13.5%

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:  2684.41	Evidence of impact: what do pupils now know and what can they now do? What has changed? What will this look like?	Sustainability and suggested next steps:
Increase the number of children involved in leadership.	All of Y6 to experience Leadership training. Further Y6's to become Sports Ambassadors.	£ covered in PASS membership	60+ children involved in basic leadership training. Increased confidence of using verbal and non-verbal communication, increased knowledge of the STEP principle when leading others and how to lead small groups successfully.	Refresher training when required. <b>KS1 children to vote on leader of the term?</b> Reward leaders regularly. Use Sport Ambassador to lead when hosting intra and inter school competitions.
Offer a range of Extra-curricular clubs to all years.	Create a termly timetable of a range of sports and activities to all year groups to include: multi sports KS1, Y5&6 netball, girls and boys football, dance, hockey,		Numbers attending clubs, 'retainability'. Pupil voicing.	Pupil voicing regarding clubs required in future terms possibly through sports ambassadors.

<p>Organise an Athlete visit</p>	<p>RS to arrange for an athlete to visit school to expose them inspire and motivate them to become active.</p>	<p>£500 (not spent) 2 athletes contacted throughout the year(power walker and tae kwon doe): both had to pull out from commitment after initial promise of coming in.</p>	<p>Commonwealth Games experience?? Pupil voicing and staff feedback</p>	<p>Look to arrange a club from this visit with the same or similar sport in mind.</p> <p>Begin to plan future bi termly enrichment experiences linked to National events etc.</p>
<p>Replenishment of equipment plus purchase of equipment for wraparound care</p>	<p>RS to compile an equipment audit and converse with wraparound care to purchase equipment for the school's needs.</p>	<p>2,204.41 Investment in new sports to be introduced i.e. volleyball. Enhancement for equipment used for such activities such as athletics and netballs (speed bounce packs, ladder runs and EYFS progressive curriculum)</p>		

<p>Extra session of Balanceability with PASS.</p>	<p>RS to arrange with PASS whole of Year R to receive this. One block of teaching is already included in membership.</p>	<p>£480</p>	<p>All of EYFS involved in Balanceability training to improve their balance, coordination and agility.</p>	<p>Continue the programme with EYFS children in 22-23</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			1.01%
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:	<p>Funding allocated:</p> <p>£0 as yet. Due to any Level 2 competition still being determined by Take Pride.</p> <p>Any intra-school competition will not cost anything at present.</p> <p>Competition between classes happens in the form of termly competitions and trophies have been purchased previously for these.</p> <p><b>JULY 22 update:</b> <b>£200.06</b></p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed? What will this look like?</p> <p>Sustainability and suggested next steps:</p>



<p>Enter PASS Personal Challenge - level 0 competition</p> <p>MCA to be involved in a range of different Level 2 Trust events across a range of age groups.</p> <p>MCA to enter different SG events</p>	<p>Staff to be notified of different termly personal challenges. Staff to attempt to complete PC in some PE lessons. Sports Ambassadors to reinforce programme at lunchtimes.</p> <p>Timetable of events to be created by Trust staff. MCA to host an event and attend events hosted by other schools.</p>	<p>July 22 update. £70 pound fee for GSFA affiliation. Both football teams reached tournament finals. £70 pound fee for hockey tournament which MCA won.</p> <p>£32.27 for basketball trophies for inter-trust competition. MCA won. Also £27.79 to replace rims and nets for tournament.</p> <p>MCA sent teams to inter trust competitions each term throughout the year. This ranged from KS1 through to year 6. This culminated in the TPAT Olympics where teams from Year R to Year 6 competed on one day against the</p>	<p>More children involved in regular virtual competition. More children motivated to beat personal bests. Increased resilience.</p> <p>More children exposed to level 2 competition in a range of sports.</p> <p>More children exposed to level 2</p>	<p>Sharing results/certificates with whole school and via school website.</p> <p>Sept 21 – RS informed competition structure is being modified and competition calendar still to be confirmed</p>
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other trust schools. Yr R and 6 won their competitions.

Intra-year comps have continued to occur throughout the year in each year group, resulting in each child experiencing regular competitive sport each term.

<p>where appropriate across the year in a range of sports, girls/boys and age groups.</p> <p>Staff encouraged to lead Intra house/class competitions at the end of each term.</p>	<p>SGO to advertise events. RS to decide on events, arrange letters and transport and training if required.</p> <p>Intra school competition in a range of activities across year groups to include; Y4 Hockey, Y3 orienteering, Y6 Basketball.</p>		<p>and possibly level 3 competition in a range of sports.</p> <p>Increased number of children involved in intra school competitive opportunities.</p>	<p>Encourage all staff to lead intra school competition at the end of each term and celebrate the successes with whole school.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	