

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

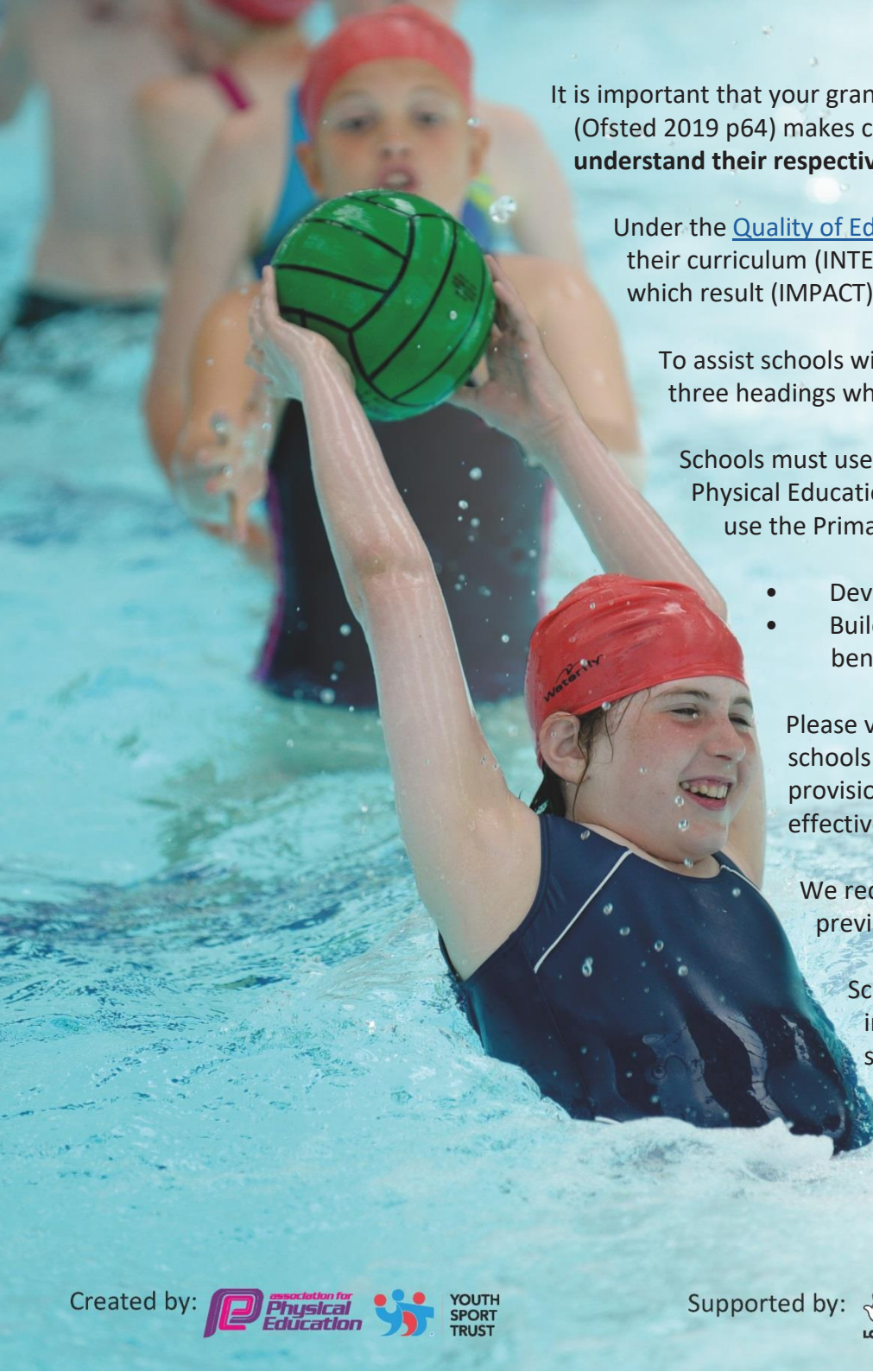
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YOUTH  
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders 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 **31<sup>st</sup> 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:
<ul style="list-style-type: none"> <li>• 303 (87%) children engaged with extracurricular sporting activity.</li> <li>• 100% of the identified least active children are now engaged with extracurricular sporting activities.</li> <li>• 100% of children are engaged with leading, officiating or managing school games activity.</li> <li>• 100% of children access 30 minutes of physical activity every day.</li> <li>• Collaboration with Wallasey Alliance schools has created opportunities for pupils across ages to participate in a wide range of competitive sporting activities. Participation levels were impacted by covid-19.</li> <li>• Access to continued professional development for staff. Staff have access to CPD opportunities with specialist PE teachers. This allows them to develop subject knowledge and teaching strategies that improve their practice through observations, coaching and team teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the percentage of children able to swim by year 6.</li> <li>• PE lead to be released from class in order to monitor and ensure high quality PE teaching across the school.</li> <li>• Continue to increase the number of children engaging with extracurricular sporting activities.</li> <li>• Continue to increase the number of children participating in competitive school sport at all levels.</li> <li>• Continue to increase the range of extracurricular activities on offer by making more use of teacher run clubs.</li> </ul>

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? <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.	32%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	32%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	43%
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?	Yes £1105 (5.8%) spent on an extra week of swimming for the children who have not yet met the national curriculum requirements

## 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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £18,890		<b>Date Updated:</b> 20/07/20	
<b>Key indicator 1:</b> 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: 9.58%
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?:	
To target and increase the number of opportunities for the least active children to participate in physical activity and school sport.		<p><b>Personal Best - Physical Education and Physical Activity Interventions.</b> Targeted support for children with low levels of PE and school sport engagement. Focusing of achieving their own personal best to engage, motivate and inspire them to fully participate in Physical Education and Sport and become more physically literate.</p> <p><b>Family Engagement Karate after school physical activity sessions.</b> This programme of physical activity is aimed at children and their parents with a view to increasing the enjoyment of physical activity, leading to sustained participation.</p>		<p>£840</p> <p>£325</p>	
				<p>Scheduled for spring 2. The programme was cut short due to COVID-19.</p> <p>Scheduled for summer 1. Couldn't run due to COVID-19.</p>	
				<p>PE lead (CS) to work with SENDCO (LS) to identify children who will benefit from these sessions next year.</p> <p>Identify through pupil voice whether this is a club the children would like to have again next year.</p>	

	<b>Maths of the Day subscription</b>	£645	All classes have a timetabled hall slot where they can take part in active Maths. The subscription offers lesson plans for every year group that are in line with national curriculum objectives. This reduces staff workload and provides children with the opportunity to be more active during curriculum time.	
<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:
				13.76%
<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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
-To provide a clear vision for PE and school sport at Mount Primary. - Establish and analyse teaching strengths and identify areas for improvements to ensure all children achieve and make progress. - Develop clarity on the approach to lead, manage and implement high quality teaching and learning in PE at Mount Primary school.	<b>Subject leads Teaching and Learning Responsibility Payment</b> Raise the profile of PE and Sport in school by leading events and initiatives that excite and motivate pupils and staff. Subject lead focus <ul style="list-style-type: none"> <li>- Develop a curriculum that is in line with the new Ofsted framework.</li> <li>- Ensuring high quality teaching and assessment of PE</li> <li>- Progress across the key stages is above 80%</li> </ul>	£2600	See subject leaders action plan.	To identify how PE, school sport and physical activity can contribute to areas identified in the school improvement plan.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7.9%
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 Mount Primary school we aim to provide a high quality PE, school sport and physical activity provision for all children.	<b>High Quality PE Curriculum Support and Professional Development.</b> Support for class teachers who have highlighted an area in the PE national curriculum that they wish to develop and improve. Provides them with opportunities to observe, team teach, discuss and plan, focusing on teaching physical, social and emotional aspects of the National Curriculum for PE.	£840	Staff comment "I found this really useful. The way Sarah structured the lesson and ensured all the children were active for the whole lesson was impressive. It has given me lots of ideas for the future."	PE lead (CS) to arrange with student mentor (DD) to ensure all student teachers are able to attend the CPD sessions.
	PE Passport	£599	Allows significant data to be collected in regards to after school club participation and sporting competitions.	PE lead (CS) to analyse data collected to identify trends and share with SLT. Provide detailed information for staff to allow them to access the PE plans and assessments.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 48.3%
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:
The child obesity levels in the area that Mount primary is located, is higher than the national average. By working with the children we can identify activities that they would like to participate in which will enhance their sports development and their health and fitness.	<p><b>Little sports Coaches</b> Qualified sports coaches to run activities each lunchtime with an aim of targeting focus children with low engagement levels. Children encouraged to try and experience new sports and activities with the aim of developing personal and social skills.</p> <p><b>Rugby Tots</b> – Qualified sports coaches used to enrich the early years curriculum and develop staff subject knowledge and confidence in the delivery of physical activity.</p> <p><b>Capoeira after school club</b> – delivered by a PE specialist with the aim of increasing participation in the extracurricular provision by increasing the variety of activities on offer.</p>	<p>£6080 for 190 days of lunch time provision.</p> <p>£1950</p> <p>£260</p>	<p>PE lead (CS) to continue to monitor and support the LSC coaches. BS from LSC has built strong a rapport with the children and staff at Mount. BS has worked hard to engage all children at lunch times and has introduced a number of different activities such as rounders and diamond cricket.</p> <p>See impact report</p> <p>Cut short due to covid-19, but 50% of the children who attended the club had not attended a club so far that year.</p> <p>Children’s quotes  “Capoeira is really fun.”  “It makes exercising fun.”  “I have really enjoyed doing capoeira.”</p>	<p>PE lead (CS) and LSC manager (EB) to organise play leader training for the start of the next academic year. The children have lots of opportunities to lead, officiate and coach in PE lessons. The aim for next year is to extend these opportunities to break and lunch times.</p> <p>SLT to continue to follow government guidance in regards to covid-19 and external providers.</p>



	<b>Dance after school club</b>	£260	Did not take place due to covid-19.	
	<b>Playmaker award</b> - The award is a 6 hour course and focuses on developing learners leadership skills.	£575	<p>Delivered virtually for the year 6 children during covid-19 lockdown. The children's leadership, communication and interpersonal skills improved significantly during the award. They displayed a clear understanding of the things they needed to consider when delivering a physical activity to other children e.g. health and safety precautions and ways to make the activity more or less challenging.</p> <p><b>Children's quotes</b>          "It was fun creating our own games for other people to enjoy."          "I felt more confident the more activities I led."          "It has made me want to do more coaching and leading at my gymnastics club outside of school."</p>	PE lead (CS) to explore other alternatives that would allow school to deliver the award themselves making it more cost effective.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14.8%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
At Mount Primary school we value the importance of competitive school sport and have a clear understanding of the benefits it brings our learners.	Class cover to ensure Mount staff are available to attend Wallasey Alliance school competitions.	£2811	23 sporting events were attended by 127 Mount Primary pupils. This was below our target, but that was due to impact of covid-19.	

Signed off by	
Head Teacher:	K. Yates
Date:	01/09/2020
Subject Leader:	C. Swatman
Date:	29/07/2020
Governor:	
Date:	