

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:	Areas for further improvement and baseline evidence of need for 2019/20:
<ul style="list-style-type: none"> - Increased percentage of children who can swim 25m during 2018/19 (88% compared to 40% in 2017/18). - All children have had the opportunity to participate in out-of-school sports activities – 100% in lower school; 85% in upper school in 2018/19. - Daily mile established for Years 1-6 – all classes now do 15 mins of running/jogging/walking every school day. - 3 members of staff have now achieved the Level 3 National Qualification in Teaching and Learning in Primary PE (RQF) ensuing that the confidence and competence of key staff delivering PE to pupils is raised significantly. - We have invested in staff CPD to sustain high quality PE. - Subject Leader in PE trained (2018-19) to lead, develop and extend PESSPA through Level 4 Qualification in Leadership and Management in Primary PE (RQF). 	<ul style="list-style-type: none"> - Children to participate in competitive sport, including internal competitions in case funding stops. - Review scheme of work and its suitability. - Consider running clubs internally with school staff and lunchtime staff.

Meeting national curriculum requirements for swimming and water safety.	
<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>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	*
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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?

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* Our intention for swimming in 2019/20 was to run booster sessions for Year 6 in the Summer Term. However, due to the coronavirus pandemic, we were not able to run this as had been planned. As our most recent assessments includes children who have left the school and excludes those who have joined us, data would not be accurate, and therefore we have not included it this year.

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: £19, 840		Date Updated: July 2020	
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: 11%
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 percentage of children that can swim 25m.	Summer term boosters for Year 6.		£1000	Intended impact: Increased percentage of children who can swim 25m. Due to Covid-19, boosters were not able to run as had been planned. We were still charged for this.	Consider other water safety activities, such as water rescue and junior lifeguards for more able students. Consider the impact on students' swimming abilities after Covid-19 lockdown.
To utilise Year 6 prefects to run physical activity games for younger children at breaktimes and lunchtime.	Prefects timetable to include running games to encourage physical activity for younger children. Upper KS2 to participate within Young Sports Leaders award.		Included in Norwich School Sports Partnership costs – see Key Indicator 5.	Increased sport and physical activity leadership for children at Mulbarton Primary School. More children active at lunch and breaktimes. Intended: Year 5s to be trained in leadership & CPD for staff in attending Young Sports Leaders Award. Due to Covid-19, Young Sports Leaders Award was not able to run.	Investing in future prefects. Consider prefects training future prefects to sustain sport and physical activity leadership, if in keeping with government guidance. Consider running Young Sports Leaders Award in next academic year. Consider how/if prefects can lead under new guidance.

To increase the physical activity levels of our least active / most disadvantaged pupils.	Premier sports to deliver sessions, one lunchtime per week.	£1,175	Increased physical activity for our least active / most disadvantaged pupils. Prefects trained to deliver new activities at lunchtimes and breaktimes.	Consider next year's prefects observing, participating and learning activities, in order to lead future sessions, if following government guidance. This can then be delivered to new prefects.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

43%

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 leadership of PE for new PE subject leads at Mulbarton Primary, in order to support staff in teaching PE accurately, broadly and confidently. Children, as a result, receive good quality PE lessons, enjoy PE and are inspired to carry out sport activities.	Level 4 leadership course completed for 2 PE leads.	£1750 including cover.	Staff confidence increased. PE closely monitored. Profile of PE raised. Website features more about PE's role in the whole school, as well as sport and physical activity. Children participate in higher quality PE lessons.	Leaders to deliver CPD and monitor PE and sport. To maintain PESSPA section of website. To alter curriculum and lead CPD to follow latest government safety guidance returning to school in September.
To support whole school approach with celebrating out-of-school sport achievements.	Children (and parents) encouraged to bring in students' sports certificates and awards. Awards to be celebrated in weekly whole-school celebration assemblies, and photos taken for out-of-school achievement display	N/A	Stronger sport and physical activity link with parent community through celebrating student achievements & encouraging activities at home in 'virtual competitions.'	Continue to encourage through newsletters and on website. Continue to encourage 'virtual sports competitions' in new academic year.

<p>To encourage active learning across subjects.</p> <p>To invest in new sport and physical activity specific playground zones to encourage exercise.</p>	<p>boards – 2 around school. During lockdown: encourage ‘virtual competitions,’ including a Rainbow Run whole-school virtual event.</p> <p>To work with maths lead to develop active learning in 3x weekly marvellous maths lessons. To trial national pilot of app called Appear.</p> <p>Children will use new activity zones, raising their fitness levels and enthusiasm for physical activity and exercise.</p>	<p>N/A</p> <p>£6,720</p>	<p>Increased active learning in lessons. Climate created where pupils and staff are positive about PESSPA.</p> <p>Increased engagement in physical activity and sport at lunchtimes and throughout the school day. Pupil voice indicates increased enjoyment in physical activity.</p>	<p>To try new features of app on new school iPads. Monitor and review new app in next academic year.</p> <p>Classes in September to be encouraged to play and use new activity zones, especially with increased outdoor learning.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve staff confidence in delivering OAA based on staff audit. Children receive better quality OAA lessons.	Provide INSET training on OAA	£550	Staff have increased confidence to teach and assess OAA. Children participate in higher quality OAA lessons, which is progressive and sequenced, building upon prior learning. Children enthused about OAA.	PE leads to monitor OAA lessons and assessment to ensure high quality practice. Curriculum map adjusted to ensure OAA follows training.
To improve staff confidence in delivering gymnastics lessons, following 2018-19 investment in new equipment based on external PE equipment audit.	Provide INSET twilight training on gymnastics.	£350	Staff have increased confidence to teach and assess gymnastics, using newly purchased equipment safely. Children participate in higher quality gymnastics lessons, which is progressive and sequenced building upon prior learning, and are able to use new equipment safely. Children enthused about gymnastics.	PE leads to monitor gymnastics lessons and assessment to ensure high quality lessons and safe practice. Curriculum map adjusted to ensure gymnastics follows training.
To provide a scheme of work which is progressive and sequenced. Lessons are structured, differentiated and assessed by staff. Children are receiving high quality lessons, and are appropriately challenged.	GetSet4PE purchased and implemented.	£654	Pupil voice indicates children enjoy lessons and are appropriately challenged. Staff confidence is increased in delivering lessons.	Monitor and review scheme, including assessment. Review effectiveness of progression of skills using this scheme. To alter curriculum as necessary to follow latest government

				safety guidance returning to school.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
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 increase the range of sports delivered at Mulbarton Primary school. Children experience a broader range of sports and are enthused to join in with different sports.	Intended: To invest in Premier Sports to deliver a six-week Olympic programme targeting sports not delivered at Mulbarton: fencing, volleyball, archery, curling, table tennis.	£810 (Refunded)	Intended: Children to experience a wider range of sports. Children enthused by a wider range of sports. Staff to gain CPD for new sports. Due to Covid-19, the six-week Olympic programme has been postponed to 2020/21. Refund received.	Consider contacting local clubs to bring in taster sessions for children, following latest government guidelines. Consider investing in new equipment based on the sports Premier delivers.
To improve the equipment and resources for a range of sports.	Wish list created (long-lasting netball posts etc), linked to equipment audit, curriculum map and scheme of work. Equipment and resources purchased.	£2028	Children using a range of fit-for-purpose equipment for PE lessons as well as at lunchtime.	Equipment safe, and will last for long-term future.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				24%
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 enable more children to participate in inter-school competitive sporting events and activities. Children to develop lifelong enjoyment and participation in sport.	Membership to Norwich School Sports Partnership. System in place to track participation. Targeted inter-school competitions in place for groups identified from tracker, including opportunities to participate in a broader selection of inter-school sport. (Also linked to Key indicator 1 – Young Sports Leaders Award).	£4823.59	Most children have participated in inter-school competition up to March 2020, before lockdown (we were on track for all children). New, broader range of activities (e.g. trampolining bounce festival, OAA festival), targeted least-active groups. More children from this group enthused about sport and physical activity. Staff gain CPD in competition.	Continue to develop intra-school competitive sport – including virtually. Utilise the SSP Young Sports leaders award to gain qualifications for our Upper KS2 children, which they can use to lead playground sports and physical activities for younger children, if following government guidance. Links to local sports clubs to continue student enthusiasm. Staff who attend to gain CPD, which can be used in running intra-school competition.
To begin intra-school competitions held at Mulbarton Primary School.	NPECTs trained staff to deliver intra-school sport (house v house, class v class TBC), where all pupils can experience competition. Leagues etc. displayed in school. To target children’s personal best competition with our established daily mile activity, linking this to the Olympics.	N/A	Children have the opportunity to participate in intra-school competition. Children target improving their personal best to reach personal target (will be developed more next academic year, due to lockdown).	Review intra-school competitive sport and daily mile competition. Consider how intra-school competition will change with new government guidance (including virtually). Consider broader sports and activities / virtually. Consider prefects to

				lead intra-school competition, if in keeping with guidance. Consider developing personal best targets, virtually, next academic year.
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UNSPENT CARRIED INTO 2020/21: £789.41 (Due to refund from Premier Sports – see Key Indicator 4).

Signed off by	
Head Teacher:	<i>B. Theobald</i>
Date:	21 st July 2020
Subject Leader:	<i>M. Lawrence</i>
Date:	21 st July 2020
Governor:	<i>K. Holland</i>
Date:	21 st July 2020