



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

Commissioned by  
**Department for Education**

Created by



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SPORT  
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](http://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.

Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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.

We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>In January 2017 the quality of PE teaching in school was not good. With the exception of swimming, PE was not taught regularly or consistently by all teachers and teacher confidence was poor in many areas. The number of clubs available to children at MRJS was limited and the school had not achieved well at HSSP competitions.</p> <p>In the last three terms the range of clubs available to children of all abilities has increased considerably. The quality of PE teaching has improved across the school with specialist staff leading different aspects of PE and working alongside all class teachers to develop their own confidence and quality of teaching and learning. MRJS teams competed successfully in a number of sports in the last three terms and represented Havant at the County School Games in two sports. Swimming is a strength of the school.</p>	<p>Continue to develop the quality of teaching in PE for all children and teachers.</p> <p>To develop an assessment system for PE so that we can evaluate the impact our curriculum has on children's knowledge, understanding and performance levels.</p> <p>Increased levels of activity at lunch and break time.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?</p>	<p>97%</p> <p>94% of current year 6 have also attained this standard.</p>
<p>What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?</p>	<p>97%</p>
<p>What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</p>	<p>97%</p>

<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>	<p>Yes – it was used for training staff as swimming teachers so that they could support in the delivery of weekly swimming sessions across the school.</p>
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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 students today and for the future.

Academic Year: 2017/18	Total fund allocated: £18,900	Date Updated: December 2017		
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</b>				Percentage of total allocation: 33%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase levels of physical activity during lunch and break time for all pupils through structured and informal sporting activities with the aim of 33% of our children engaging in this on a regular basis.</p>	<p>Employ a member of staff to lead the playzone at lunchtime.</p> <p>Time for JC to plan sessions and respond to needs and feedback from children and staff.</p> <p>Purchasing of new equipment specifically for the playzone.</p> <p>DB to complete termly monitoring of the playzone to evaluation proportions of children.</p>	£3900	<p>October 2017: Good levels of engagement and range of activities have been well received.</p> <p>December 2017: Weekly skipping challenges have worked well. Dance crew is very popular. Estimated engagements at 40% based on 2 surveys.</p> <p>April 2018: 93% of children have engaged with the playzone since September 17.</p>	<p>Playzone to evolve on a half termly basis according to feedback from children.</p> <p>Train year 6 children as play leaders so that they can lead activities within the playzone and engage more children.</p> <p>JC has been appointed as a member of staff at MRJS – training invested in him will continue to impact on our pupils in years to come.</p>
	<p>To establish ‘Change 4 Life’ clubs targeting our least active and more vulnerable children in school. Sport is a great way to support children in developing friendships, confidence and different social and emotional skills. All children invited attend regularly and the skills and games they learn support them in</p>	<p>GM to run change for life clubs on Tuesday and Thursday mornings for invited children.</p> <p>DB and SG to identify children to be invited.</p> <p>DB to monitor attendance and engagement as well as impact at</p>	£2340	<p>December 2017: Attendance for the term was 93%. Most vulnerable year 3 children have developed a good relationship with GM and are building new friendships with each other as seen at break and lunchtime.</p>

<p>developing and sustaining friendships; increasing their levels of physical activity and support their social and emotional development.</p> <p>To provide Year 6 pupils with the opportunity to lead and volunteer lunch time activities at MRJS. Children were trained last year and this year will have the knowledge and skills to work alongside their peers in providing good quality break and lunchtime activities.</p> <p>In order for DH/JC and class teachers to work alongside each other in the Spring and Summer term we need to purchase additional equipment.</p>	<p>break and lunchtime.</p> <p>Once the field is opened in Spring/Summer DH will meet with Sports Leaders to recap the training for last year and establish a range of activities for lower school children to engage in at lunchtimes each week.</p> <p>DH/JC to complete an audit of equipment and meet with DB to place an order for new equipment so that coaching sessions can take place.</p>	<p>£120</p> <p>TBC</p>	<p>April 2018: 20 children attended both change for life clubs in the Spring term with attendance at 91%</p> <p>DH/JC/DB to monitor the quality of sessions and record the proportions of children engaging in the session.</p> <p>An increased proportion of our children are physically active at lunchtime.</p> <p>Year 6 sports leaders build on the leadership and coaching skills that they developed in year 5.</p> <p>Jo Winslade to monitor against Sports funding budget.</p> <p>Coaching sessions take place with all children having access to good quality equipment.</p> <p>April 2018: Due to absence of key member of staff this has been delayed. DB to work alongside ML in Summer 1 developing her confidence when teaching athletics.</p>	<p>JC to observe DH training sessions so that he can lead this in the future.</p> <p>Sports equipment is well looked after and maintained. There will be inevitable future costs associated with this.</p>
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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:
				0%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The profile of sport at MRJS has been raised significantly in the last 12 months. For the Spring and Summer term this needs to be maintained when staffing is challenging.	<p>Weekly focus in Celebration assembly.</p> <p>Celebrated and promoted within the school Instagram account.</p> <p>Sporting competitions written about in the school newsletter.</p> <p>Coaching which has been used extensively in maths and English is deployed in the same way for PE.</p> <p>The development of strong teams for example in athletics requires the same approach as developing good mathematicians in the classroom. This common approach to good teaching and learning is applied to other areas of the curriculum and vice-versa.</p>	NA	<p>Governors to evaluate the impact of actions and challenge DB in PSSF meetings.</p> <p>MRJS Havant Indoor Athletics Champions Feb 2018</p> <p>MRJS Havant Tag Rugby Yr 3/4 Champions March 2018.</p> <p>MRJS Havant Tag Rugby Girls Champions March 2018.</p> <p>MRJS Havant Tag Rugby Yr 5/6 Champions March 2018.</p> <p>MRJS finish 4<sup>th</sup> at County finals for indoor athletics March 2018.</p> <p>MRJS qualify for Hamshire Tag Rugby County Finals March 2018.</p>	MRJS to be recognised for the quality of PE provision by the local authority and to be held up as a model of good progress within the next three years.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To establish an assessment system that enables us to know what impact our PE curriculum is having on children's knowledge, understanding and performance levels. So that we can accurately evaluate the impact our curriculum is having on all pupils and where the impact is not as good as we would want it to be we can refine our approaches for these children.</p> <p>Improve quality and breadth of sporting provision by using a PE specialist to model good lessons for teachers to observe and to work alongside teachers to improve their subject knowledge and delivery in different sports. To continue to develop teachers expertise and subject knowledge so that they can deliver consistently good PE lessons to children at MRJS.</p>	<p>DB and DH to explore the assessment system within Succeeding working alongside Jonathon to create a tool to capture information which will enable us to accurately evaluate the impact of our PE curriculum.</p> <p>DB to work alongside JC and ML to develop a share understanding of the judgments.</p> <p>Employ a PE specialist (DH/JC) to work alongside different members of teaching staff during the spring and summer term so that they can observe, plan and teach alongside them in different sports to improve their understanding how to teach good PE lessons. (4 sessions a week + 1 hours planning and evaluation time).</p> <p>Online PE platform (this was purchased as part of the coaching agreement so no additional cost). The purchase of an online platform that supports the PE manager in the planning and consolidation of their curriculum overview. The system supports</p>	<p>TBC</p> <p>£4550.</p>	<p>DB, JC and ML can make accurate assessments for children in 9 different areas. Judgements are agreed and moderated by the above building an accurate PE profile for each child in school. <b>April 2018: Established</b></p> <p>MRJS can prove the impact our PE curriculum is having on children's knowledge, understanding and performance levels.</p> <p>DB to observe coaching and PE lessons in spring term to evaluate quality of provision. NSV to pupil conference to discover of enjoyment levels. DB to review coaching evaluations to ascertain the progress being made as viewed by the coach and teacher.</p> <p>Quality of provision improves to good. Children inspired by PE lessons. Class teacher feedback indicates that working alongside DH/JC has increased their confidence and ability to teacher PE to a good level.</p>	<p>Once established the model needs to be shared with all staff and for them to be supported in making accurate judgements for their own children.</p> <p>As JC is now a member of staff at MRJS and we have a coaching model already in place, this is a sustainable approach to improving the quality of teaching and learning in PE. The next steps will be to build dance and ML into the coaching structure.</p>

	teaching with lesson plans, videos and diagrams of the whole PE curriculum reducing the time spent on planning for Lessons. Teachers are able to use the assessment module (when adapted for MRJS) to monitor and evaluate pupils.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 1%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
To provide Year 5 pupils with the opportunity to lead and volunteer lunch time activities for the Infant school. To encourage pupils to develop leadership and social skills in a structured environment.  See Key indicator 5.	DH/JC to create a 'Sports Crew' to plan and deliver lunch time activities using Succeedin. This will be delivered in Summer 2 for 6 weeks at MRIS.	£250	Sports Crew has a clear impact on the leadership of sport which is evidenced by feedback forms from infant pupils (Gold standard for School Games Mark).  Year 5 pupils to feedback to DH/JC on leadership of sport evidenced in meeting minutes.	Sports Crew can then deliver these sessions to our pupils in the summer of 2019.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				52%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To provide training opportunities for those children who are selected for competitions through the provision of a variety of non-charged for sports clubs both for pupils who are selected for competition and those who have a love of sport.	Free ASCs are provided to enable those children selected to represent the school, and compete at intra-school competitions, the opportunity to analyse and improve their own performance. Free ASCs are provided for children who have a love of sport. ASC's are provided by JC and any other teachers who wish to assist or lead a club.	£5460	Competition success to be recorded by the trip/event leader to enable cross referencing of performance data from previous years. April 2018: See KI 2.  Feedback from pupils to be recorded by club leaders to ascertain pupil opinion of the clubs. Along with pupil conferencing by NS.  Numbers of children engaged in after school clubs continues to increase. April 2018: 63% of children at MRJS have attended clubs this year.  ALL selected pupils have access to extra training and learning opportunities. April 2018: Achieved.  Children who want to engage in a range of sports beyond the school day can do so regardless of ability. Positive feedback from pupils regarding the effectiveness of the clubs.	JC and ML to be appointed as permanent members of staff at MRJS so that provision will develop and grow over time.  Identify one or a number of specialist PE SCITT students who will work in MRJS whilst completing their training with Anton Alliance.

<p>Increase participation in sport by accessing HSSP competitions. In order for children to compete in a range of HSSP competitions we need to be able to release staff to attend the fixtures with them and meet transport costs. We want our children to be able to compete against other schools so they are inspired by participating and we can celebrate sporting success.</p>	<p>DB to create an overview of the HSSP fixtures to be attended, staff attending, to enter teams and book transport.</p>	<p><b>£4500</b></p>	<p>April 2018: Achieved.</p> <p>Improved competition success. Increased proportions of children engaged in sporting opportunities beyond the school day. Children's improved ability to play sport as a result of consistently good or better teaching in PE enables us to enter increased numbers of B and C teams in HSSP competitions and festivals.</p> <p>April 2018: Yr 5/6 Tag Rugby – 4 teams entered and all in top 5. Indoor athletics – 3 teams entered and all in top 7 Yr ¾ Tag rugby – 2 teams entered and finished 1<sup>st</sup> and 2<sup>nd</sup>.</p> <p>DB/DH/JC to provide feedback about success in assemblies and through newsletter. DH/JC to provide figures to DB about % participation in each competition event at the end of Summer 2. NSV to pupil conference children about their attitudes to sport and competitions.</p> <p>Feedback from children is positive about sport and competitions. We enter all planned competitions and continue to achieve well in terms of both numbers of children participating and the success of teams in the competitions we</p>	
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