Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2017

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH 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 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:
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. 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 five terms and represented Havant at the County School Games in two sports. PE is a strength of MRJS.	Continue to develop the quality of teaching in PE for all children and teachers. To refine and embed an assessment system for PE so that we can evaluate the impact our curriculum has on children's knowledge, understanding and performance levels. Increased levels of activity at lunch and break time. Increased opportunities for all pupils to participate in inter-house and school competitions. Ensure good quality performance outcomes in dance and gymnastics. To develop a unit of work based on developing physical preparation for sport that will then be built on both within all other units this year and across the next four years.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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?	98.3% (one child didn't achieve this).
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?	98.3% (one child didn't achieve this).
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?	98.3% (one child didn't achieve this).
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 – it was used for training staff as swimming teachers so that they could support in the delivery of weekly swimming sessions across the school (minimum of 24hrs teaching a year per pupil). Training delivered in September 2018 and next due in September 2020. This also enables us to provide additional swimming provision targeted on those pupils least likely to achieve the expectations of the national curriculum from an early age.

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: 2019/20	**Total fund allocated:** £18,870	**Date Updated: September 2019**		
Key indicator 1: The engagement of all 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				Percentage of total allocation: 48%
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase levels of physical activity during lunch and break time for all pupils through structured and informal sporting activities with the aim of 80% of our children engaging in this on a regular basis (3 times a week or more)	GR and RT to lead playzone. RT added to the lunch and break time team with the aim of increasing provision and engagement. Purchasing of new equipment specifically for the playzone. Mini-trampolines and 2 x 4 square to be added.	£4874 salary £1400 equipment and markings	What proportion of children are engaging in the playzone at least 3 times a week? Is it at or above 80%? If not, what is the barrier to this being achieved?	Playzone to evolve on a half termly basis according to feedback from children.
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 developing and sustaining friendships; increasing their levels of physical activity and support their social and emotional development.	DB to complete termly monitoring of the playzone to evaluation proportions of children. GM to run change for life clubs on Tuesday (Yr ¾) and Thursday (Yr 5/6) mornings for invited children. DB and RV. to identify children to be invited. KW. to monitor attendance and engagement as well as impact at break and lunchtime.	£2340	Do the invited children attending regularly (90%) and with good punctuality? Is there evidence of these children being more physically active away from Change for life club? Are they better able to play with others at break and lunchtime as a result of their attendance?	RT 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. GM is a permanent member of staff and DB has committed to this being a regular aspect of his work. RT is initially working on a fixed term contract but budget and pupil numbers permitting, this will also become a permanent position.

Inter house competitions to take part in the summer term after school for those children not engaged in representing the school in Havant School Games competitions – 2 evenings will be committed to this one for upper and one for lower school.	GR to establish fixtures, invite children, train junior umpires and lead weekly inter house competitions for children in all year groups in the summer term of 2020.	£600	Do children not currently engaged in inter school competitions participate successfully in inter house competitions? Have children who competed in these competitions last year moved on to represent the school at Havant School Game Competitions?	GR to share the process with RT, KL and DB so that the knowledge and systems remain in school incase GR were to leave.

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 **impact on pupils**:	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 18 months. As we move into 2018-19 Sport and relationships with key children developed by GR, GM, KL, DB, RT and AT in particular are used to ensure good attendance and learning beehaviours in all areas of the curriculum.	Pupils targeted to attend different sporting opportunities in school. Weekly focus in Celebration assembly. Celebrated and promoted within the school Instagram account. Sporting competitions written about in the school newsletter. Coaching which has been used extensively in maths and English is deployed in the same way for PE. The development of strong teams, for example in athletics, requires the same approach as developing	Allocated above	Does the profile of sport in school and the engagement of specific children with clubs lead link to good attendance and learning beehaviour in school?	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 two years. MRJS staff to deliver PE training for SCITT students from either the Solent SCITT or Harrison SCITT.

	good mathematicians in the classroom. This common approach to good teaching and learning is applied to other areas of the curriculum and vice-versa.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 36%
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To review and embed 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 to address deficiencies in knowledge and skill.	PE team to review and develop the assessment system currently being used in school so that it is a useful tool for teachers working with these pupils in the future and it can be used to accurately identifying improvements in children's knowledge, understanding and skills.	See K4.	Does the assessment system enable staff to evaluate the impact of teaching and learning on children's retention of knowledge, skills and understanding over time and can it be used to identify key areas for development in future teaching?	Once reviewed the PE team need to work with the model together to ensure accurate judgements are made for all children by all members of staff.
To improve the quality of teaching and learning within PE so that all pupils make good progress from their starting points and the progress of PP and SEN children is similar to that of other children with the same starting points.	Develop the expertise of staff in the delivery of different aspects of PE: training budget available to support the development of subject and pedagogical knowledge in KL, GR, RT, HH, AA and DB. internal coaching for PE lead, GR, HH and KL. Where teaching and learning is not consistently good and enabling pupils to make good progress additional support to be provided.	External training £1500 budget Internal coaching £3000	Is teaching of PE at MRJS at least consistently good resulting in children retaining key knowledge in long term memory and improving their performance in different aspects of PE as a result of the quality of education?	PE team to share the knowledge gained from externally provided courses to ensure that it is utilized by all staff delivering PE.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 43%
School focus with clarity on intended **impact on pupils:**	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop 'Law of sporting basics' unit of work establishing the foundations for all sport in all pupils. Re-write all PE planning across school with a focus on embedded knowledge and skill in long term memory.	Planning time Planning time	£2400 See above	Children are better prepared physically for all aspects of PE. Children retain knowledge and embed skills so that it can be recalled and applied following teaching and built upon in subsequent units of learning.	DB, HH and KL to write planning units that will be retained in school regardless of staffing changes.
Inter-house competitions established for children from all year groups. Basketball added to the inter-school fixtures list for 2019-20.	See KI 1. See KI 5	£600 £1500	See KI 1. See KI 5.	Difficult to sustain with current staffing without the PE sports funding.
Clubs for all children available both before and after school throughout the year.	Children engaged in identifying the range of clubs that they would like to attend. GR employed to run these sessions.	£3600	Are children engaged in a range of clubs both before and after school? Are the clubs of a good quality and do they enthuse children to pursue these sports beyond school? What evidence do we have for this?	Not currently sustainable if the PE funding ends without seeking financial contributions from parents/fund raising.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 20%
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. Increase participation in sport by accessing Havant School Games competitions. In order for children to compete in a range of HSG 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.	Free before and after school clubs 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 clubs are provided for children who have a love of sport. Clubs are provided by the PE team and any other teachers who wish to assist or lead a club. DB to create an overview of the HSG fixtures to be attended, staff attending, to enter teams and book transport.	**Accounted for above** **£TBC**	Are MRJS taking 2-4 teams to Havant school games competitions who are able to play a range of sports at a good level and achieve success. Can children accurately evaluate their own performance and that of their peers? Are their opportunities for all children to attend a range of sports clubs? Do the number of children taking part in HSG competitions increase in 2019-20?	Depending upon staff for 2020, continue to look for the right member of staff to join MRJS and lead our PE provision.