



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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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](https://www.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>From Easter 2017 to the start of the pandemic in March 2020, the range of clubs available to children of all abilities has increased considerably – there were over 600 club spaces each week prior to the first lockdown. 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 (where teachers have delivered PE themselves). MRJS teams have competed successfully in a number of sports during this time at both local and County level. The quality of education in PE was a strength of the school prior to the pandemic.</p>	<p>During the pandemic, the approach to PE has had to change as a response to risk assessments limiting how equipment could be used and the need to re-establish the foundations of physical health for our pupils. The teaching of swimming was also severely disrupted. This will be addressed within the academic year 2021-2022 with a significant weighting on the teaching of swimming for 12 months before we revert back to a more balanced PE curriculum.</p> <p>With the previous headteacher leaving at the end of the last academic year, there is a new leadership team for PE within school and half of the teaching team are developing in their role.</p> <p>Continue to develop the quality of teaching in PE for all children and teachers with a focus on subject knowledge and pedagogy for staff.</p> <p>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.</p> <p>Increased levels of activity at lunch and break time.</p> <p>Increased opportunities for all pupils to participate in inter-house and school competitions.</p> <p>Ensure good quality performance outcomes in dance and gymnastics.</p>

Meeting national curriculum requirements for swimming and water safety July 2021	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?	86% (12 pupils)*
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?	76% (20 pupils)*
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?	95% (4 pupils)*
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?	In the academic year 2021-2022, each class will have 39 hours of swimming provision. This is significantly greater than the normal provision in light of the disruption to the teaching of swimming from March 2020. In effect this will provide a recovery curriculum for those pupils least likely to achieve the expectations of the national curriculum from an early age as well as ensuring that all children make very good progress from their starting points in September 2021.

*these figures are significantly lower than in previous years and are a reflection on the reduction of swimming for our pupils as a result of the Covid-19 pandemic.

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: 2020-2021	Total fund allocated: £18,850 + carry forward from 2020-21 = £30,020.19	Date Updated: September 2021		
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				Percentage of total allocation: £6630.20 = 35%
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)	Purchasing of equipment specifically for break and lunchtime to increase engagement in physical activity – skipping ropes, hoops, speed bounce, triple jump mats x 2, reversa boards and basketballs (for four square and basketball). Lunchtime and breaktime staff to engage children in physical activity.	£2817 salary for one GM at lunchtime £2000 equipment and markings	What proportion of children are engaging in the physical play 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 within pupil conferencing completed by Ricky (overseen by Nicola).
To re-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.	GM to run change for life clubs on Tuesday (Yr 3/4) and Thursday (Yr 5/6) mornings for invited children and the same children to attend a cookery club for a half term where they will receive a 'cookery book' and learn to make a range of meals that they can replicate with parents and carers at home. SGr, RT and BV to identify children to be invited. KW to monitor attendance and engagement.	£867 (GM two clubs a week for 30 weeks) £665.40 (2hrs of cookery club for 10 weeks each term).	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

<p>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 with a different fixture and or group of children participating each week.</p>	<p>RT to establish fixtures, invite children, train junior officials and lead weekly inter house competitions for children in all year groups in the summer term of 2022.</p>	<p>£221.80 for two sessions a week in the summer term £59.50 (two afternoons for RT to train young officials)</p>	<p>Do children not currently engaged in inter school competitions participate successfully in inter house competitions? In the following academic year, monitor the proportion of these children who represent the school in Havant School Game competitions?</p>	<p>become a permanent position. This is sustainable if school maintain the same approach to the after school provision for PE.</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:

£2468.99 = 13%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>The profile of sport at MRJS prior to the pandemic was high and recognised as a strength of the school. Due to our system of class bubbles, we have not run clubs since March 2020 and the curriculum has been disrupted. We will have a recovery curriculum in place still for the next academic year in relation to swimming and this will result in a reduced non-swimming curriculum for 12 months. In the academic year 2021-22, we will re-establish clubs and return to using PE as a tool for</p>	<p>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. Relationships between staff teaching PE and our most vulnerable</p>	<p>£2468.99 for clubs run by RT and KL</p>	<p>Does the profile of sport in school and the engagement of specific children with clubs contribute to good attendance, improved mental and physical health, embedding of our school values and a consistently good quality of education.</p>	<p>In 2021-2022, the next step will be to move back to a more conventional balance within the PE curriculum and to investigate capacity for increasing PE provision on a more formal basis so that we know all children are engaged in 30 minutes of physical activity a day rather than providing opportunities for this but not knowing for certain what engagement of all pupils is.</p>

<p>whole school improvement in relation to behaviour and attitudes, quality of education and personal development.</p>	<p>children is a strength of school. These children are successful within PE lessons, engage in clubs, represent the school in intra or inter school competitions and these relationships contribute to these children being successful within school.</p> <p>Coaching which has been used extensively in maths and English is deployed in the same way for PE with a focus on engaging our most vulnerable children.</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>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£19,821 = 105%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Progress in swimming has been significantly impacted upon by the Covid -19 pandemic with our last year 6 cohort leaving with the largest gaps in relation to national targets in the last 4 years. For children still at MRJS, a recovery curriculum in the form of increased swimming teaching will narrow these gaps in the next 12 months.</p> <p>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.</p>	<p>Weekly swimming for all children in school totaling 39 hours of teaching time in this academic year.</p> <p>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 for RT, KL, AF and HH alongside any other teaching staff who would like to run sports clubs within the academic year. RT to complete his PESS level 5 qualification – PPA provided to support RT with the completion of Internal coaching for PE team focusing on managing the engagement of specific children within this setting and how pedagogy has to be adapted to achieve this.</p>	<p>Most schools provide 10 hours of swimming tuition in one year group per year. Our additional swimming teaching costs are £7860</p> <p>External training £1500 budget + £1300 PESS + release £1081</p> <p>Internal coaching £3000</p>	<p>Analysis of summative assessment data for swimming in all year groups but specifically year 6 demonstrates the good progress made by all children and a return to all/nearly all (95%+) achieving the end of key stage expectations for swimming.</p> <p>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?</p>	<p>In the academic year 2022-2023, swimming provision within the curriculum will return to 24 hours within an academic year (4 half terms).</p> <p>PE team to share the knowledge gained from externally provided courses to ensure that it is utilized by all staff delivering PE.</p>

<p>To embed an assessment system that enables us to know what gaps exist in relation to essential knowledge and skills prior to and within a unit of teaching so that planning and delivery can be adjusted accordingly. Following a unit of learning, does our approach to assessment enable us to evaluate the impact of the quality of education on children's retention of essential knowledge and skills within long term memory. If this hasn't been achieved, what next steps will be taken (pick-up teaching and changes to planning to prevent this being repeated for other cohorts).</p> <p>Funding for additional equipment to support the delivery of high quality PE education.</p>	<p>Alongside Nicola, Ricky and Kayla to develop an assessment system that enables them to evaluate whether the essential knowledge and skills from prior learning has been retained (if it hasn't been they will know to adapt planning accordingly) and whether new knowledge and skills are transferred to long term memory following teaching.</p> <p>Equipment to be identified by RT and KL with spending recorded by LH.</p>	<p>Leadership time £1080</p> <p>Initial budget of £4000</p>	<p>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?</p> <p>Does good quality equipment support the delivery of a good quality of education in PE?</p>	<p>Ongoing review of this system of assessment to ensure the information gained makes a difference to the teaching and learning for individuals/groups of children.</p> <p>To be reviewed annually.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: £1100 = 6%</p>
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<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Intra-house competitions for an increasing number of children to experience competitive sport.</p> <p>Re-engagement with inter-school sports competitions.</p> <p>Clubs for all children available both</p>	<p>Summer term clubs.</p> <p>Clubs to prepare children for events and release time for fixtures.</p>	<p>Already allocated.</p> <p>£1100 including transport</p>	<p>What proportion of children represent their house in intra school competitions.</p> <p>What proportion of children represent the school in Havant Schools Games Competitions.</p>	<p>What proportion of these children will transition to inter school competitions in 2022-23?</p> <p>Can numbers of pupils/teams entered and the range of competitions be increased in 2022-23?</p>

before and after school throughout the year.	A range of clubs available to children from all years groups across the academic year.	Already allocated.	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?	Linked to the range of inter-school competitions in 2022-23 will the range of clubs also increase.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: TBC%
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 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.	Allocated above.	Are MRJS participating in tag rugby, indoor and outdoor athletics, netball and potentially basketball at Havant school games competitions? Are teams well prepared? 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?	Depending upon staff for 2022, continue to look for the right member of teaching staff to join MRJS and lead our PE provision.
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.	RT to create an overview of the HSG fixtures to be attended, staff attending, to enter teams and book transport.	£TBC	What are the participation rates in 2021-22?	Can this figure be increased in 2022-23?

Created by:  association for Physical Education  YOUTH SPORT TRUST

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