

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

**MARLCLIFFE PRIMARY SCHOOL**

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST







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).

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](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.

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.

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: (School closed due to Covid 19 on March 20th 2020)	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• <b>Raised standards</b> in all areas of Physical Education – Games, Dance, Gymnastics, Swimming, OAA, and Athletics.</li> <li>• Secured high quality <b>teaching and learning</b> across the school so that all teaching is good or outstanding.</li> <li>• Improved the <b>curriculum</b> to create more opportunities relevant to needs of our learners, increased resources and revised current schemes of work.</li> <li>• <b>Assessment</b> procedures put in place for all pupils and implemented by all staff.</li> <li>• <b>Healthy Schools Days</b>, to engage all children in physical activities and adopt healthy life styles.</li> <li>• Enhanced <b>leadership</b> capacity to enable the leadership team to successfully lead the school’s ongoing improvement. To ensure that monitoring, evaluation and review processes are rigorous.</li> <li>• Increased <b>enjoyment and participation</b>, ensuring happier and safer break times and lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Buy a wider range of equipment and resources to enable greater participation, differentiation, and enjoyment, creating further opportunities for all children to achieve.</li> <li>• Drop in observations to be done and feedback given to teachers delivering PE to ensure teaching is good to outstanding in all lessons. Team teaching to be implemented, (summer term), to improve delivery of lessons and discuss good practice.</li> <li>• Provide opportunities for staff members to observe PE coordinator.</li> <li>• All children to be assessed during lessons, peer assessment, self-assessment, and teacher assessment, questioning children throughout lesson to ensure knowledge and understanding.</li> <li>• Extracurricular clubs to follow skills and learning taught in physical education lessons to ensure that progression and achievement is made by all.</li> <li>• Continued support from the Arches School Sports Partnership offering all staff CPD in many all areas of physical education.</li> <li>• PE level 1 teaching assistant to support in lessons, work alongside the teachers, engage pupils, aid assessment. JK also to deliver physical education/sports at Dragons Den after school club.</li> <li>• PE lead to have planning time with other members of staff delivering PE, and share good practice.</li> <li>• Aim for safer, happier break and lunchtimes through active involvement of staff and junior sports leaders</li> <li>• Involve parents in promoting healthier lifestyles out of school.</li> <li>• Engage Pupil Premium. EAL and SEND children in events, festivals and competitions.</li> <li>• Pupils in Y5 not reaching National Curriculum for swimming to attend 9 extra lessons.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	Data from when they were in Y4
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.	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	99%
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 additional block booked for Y5 children who did not achieve expected in Y4. <i>However, sessions missed due to Covid closure</i>

## 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> £20,310		<b>Date Updated:</b> 21/7/2020		
<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: %	
Inte nt	Implementation		Impact	Outcomes/sustainability		
<p>Enhance the quality of PE taught through the PE curriculum lessons.</p> <p>Ensure most PE is taught by specialist HLTAs</p> <p>Increase opportunities for children to improve their own performance. Increase the inclusivity of lessons for ASD and SEND children</p>	<p>Audit the quality of provision and adapt plans when needed</p> <p>Val Sabin now implemented for Games, Athletics and Gymnastics. All staff confident in teaching from this scheme of work. I-Moves dance in place for a wide range of dance lessons, many of which link with other areas of the curriculum.</p> <p>Adapt lessons plans and levels of support for individuals when necessary</p> <p>Level 1 sports coach (was apprentice) to increase specialist PE staff</p>		<p>Funding £2500 equipment</p> <p>i-moves £900</p> <p>Coach £10,000</p>	<p>Observations suggest lessons are high quality. Children say they enjoy a wider range of activities</p> <p>All KS2 children who wish have the opportunity to take part in a competition of festival out of school</p> <p>Children have experience of a wider range of sporting activities</p> <p>Help children to develop:</p> <ul style="list-style-type: none"> <li>• Resilience,</li> <li>• resourcefulness,</li> <li>• respectfulness</li> </ul> <p>recognise their own self-worth (in line with school character based rules)</p>		<p>All children will develop their knowledge and importance of being healthy and physically active</p> <p>Staff skills are improved through ongoing professional development and support from PE lead</p>

Develop extended learning and after school provision opportunities to incorporate physical fitness and a culture of healthy lifestyle choices	Promoting activity at break and lunchtimes and after school provision through use of clubs and daily sessions at Dragon's den. Extracurricular clubs follow skills and knowledge taught in physical education lessons to ensure that progression and achievement is made by all	Coach see above	Children have a better understanding of the need to be active and the contribution this can make to health.	Use of sport coach to support children at Dragon's Den and PE lead already employed running after school clubs
Promote physical activity through new resources and via Y6 sports leaders	Provide resources at lunchtimes e.g. diablos, basketballs, footballs, skipping ropes. Create a cohort of Y6 sports leaders. Train them up to lead set activities using the equipment provided with KS1 children at lunchtimes, targeting the least active/confident	Replacing damaged / new equipment £500 Sports Leaders training & development £200	Resources are being used by children at lunchtimes. This is facilitated through Play leaders and Y6 Sports leaders. Specific children with low levels of physical activity were 'targeted' to join in with set activities.	The PE lead partnership works with the Y6 sports leaders during the year to give them ideas for sessions.
Engage parents/carers to promote healthy lifestyles.	Tweet, school website, newsletters, invites to sports days, competitions and festivals.		Feedback from children in PSHCE lessons	Ongoing as part of role of PE lead
<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: %
<b>Inte nt</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability</b>
Whole school focus on healthy activities	Planned school events like 3 days of sport/activities in July Introduce children to a wider range of activities like judo, street dance, skipping, handball etc	Funding: £1500	Sports Festival was unable to go ahead due to school closure for Covid-19	Develop our resources so that we can offer an even wider range of activities.



All pupils have the opportunity to be physically active daily within the broader curriculum, including things like 'Go-Noodle' in classrooms	All pupils will take part in two lessons a week of physical education from a broad and balanced curriculum map that includes dance, athletics, games, gymnastics and swimming (y4)		All pupils enjoy physical fitness lessons. Lessons are accessible to all Some children have significantly challenged themselves to improve their fitness.	Monitor physical fitness throughout the year Continue to provide the highest quality CPD for all staff Review the quality of lessons across the school to ensure learning takes place.
Help children to understand the importance of a healthy lifestyle	Parents and local businesses to take part in the Healthy Schools Days - nurses, doctors, lecturers, sports coaches, dental practitioners, food technicians etc. increasing children's knowledge and understanding of the importance of maintaining a healthy lifestyle. Use professionals to work with teachers to deliver activities to increase teacher knowledge and understanding and build relationships within the community.	Resources £300	Feedback from children, attitudes to sport/exercise etc	Embed as part of curriculum, links to PSHCE
Support the physical development of disadvantaged children.  Additional swimming block for Y5 children who did not achieve nc. When in Y4	Train Change 4 Life Champions Team to engage targeted children, (SEND, Pupil Premium, less engaged), in physical activity, helping all young people to achieve their full potential.  Smaller group with targeted teaching	Change 4 Life Clubs £200 Extra Swimming Lessons for Y5 £800	Participation levels for club Feedback from children	<i>Delayed due to Covid</i>  <i>Cancelled due to Covid_19</i>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	Outcomes/sustainability
Continue to ensure and embed the knowledge and skills of all teaching and support staff when teaching or supporting PE and sport.	<p>Quality of teaching is monitored by SLT and PE lead. Staff receive clear, detailed feedback .</p> <p>Questionnaires sent out to staff to allow them to self-assess their strengths and weaknesses. PE lead will support less confident staff through teaching alongside them and signpost to external training where appropriate.</p> <p>Structured PE timetable allows a range of activities to be taught. Key Stage appropriate activities for all pupils Photographs and videos to be used to improve performance.</p>	<p>Funding: Observe Lessons £375</p> <p>Ongoing staff training £1500</p> <p>Observations indicate that the quality of lessons has improved. Children report higher levels of enjoyment.</p> <p>Approach supports</p> <ul style="list-style-type: none"> <li>• Resilience,</li> <li>• resourcefulness,</li> <li>• respectfulness</li> <li>• recognise their own self-worth (in line with school character based rules)</li> </ul> <p>Fun, active lessons which engage all pupils Child friendly learning outcomes and children understand the context and all pupils make progress</p>	<p>Utilise the existing strengths of staff within school to nurture and develop skills of teachers and support staff within each phase.</p> <p>When applicable, use the Arches Sports Partnership to develop staff.</p> <p>Share good practice with family of schools and with the Arches School Sports Partnership.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			%
Intent	Implementation	Impact	Outcomes/sustainability
<p>All children in KS2 who want participate in competitions or festivals.</p> <p>Festival of sport</p>	<p>A range of competitions are offered through the Arches partnership for inter-school events.</p> <p>We also compete a city wide and county level for things like boys/girls football.</p> <p>After-school clubs offer a chance to try other sports</p> <p>The Festival of sport in July includes 3 days of different sports which are not things that are usually included in the</p>	<p>Arches partnership £1300</p> <p>Children begin to value the experience of competing.</p> <p>They understand that there are always going to be winners and losers and deal with this appropriately.</p> <p>More children access a wider range of sports <i>Cancelled due to school closure for Covid-19 this year</i></p>	<p>Curriculum Festival of sport build into PE development plan and funding allocated</p>



Curriculum lessons offer a Range of activities over the year. Skills are built up in a sequential way.	curriculum			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
<p>Include all KS2 children in an element of competitive sport</p> <p>To increase pupils knowledge of teamwork and collaboration Instil a sense of fair play and honesty when participating in sport</p> <p>Provide opportunities for children to improve their communication skills through competitive sport which leads to an increased sense of leadership and improved leadership qualities</p>	<p>All children in KS2 who want participate in competitions or festivals.</p> <p>Pupil premium children given additional opportunities</p> <p>Targeted provision for those who need it</p> <p>School council consulted about events</p> <p>Children given information about external sports clubs to continue to develop (football teams, cross country etc)</p>	<p>Funding: £500 staff cover £500 transport SEND and PP Competitions and festivals £500</p> <p>Youth Sports Trust £50</p>	<p>Children begin to value the experience of competing.</p> <p>Some develop a sense of enjoyment in activities they will continue as they get older</p> <p>Children understand the value of competitive sport in fitness</p>	

Signed off by	
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Date:	
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Date:	