

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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).

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](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.

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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All-weather track allows all children to access the Daily Mile – daily rota in place to ensure all classes provide the time for every child to have access to the track • Specialist PE coach provided high quality PE lessons & Upskilling. Also provided more club opportunities for more year groups up until the restrictions of Covid-19. • 'Tiger Team' (Change4Life club). • Increased participation both in clubs and sports events, taking part in a comprehensive sports competition calendar as well as football and netball leagues up until having to stop due to Covid-19 • School Games Platinum PE Quality Mark 2018/19, 2019/20 	<ul style="list-style-type: none"> • Priority to continue staff upskilling, as no longer employing the Specialist PE coach. • Highly successful 'Tiger Team', – need to ensure this continues due to change in personnel. • Ensure the less active get as much, if not more, opportunities • Lunchtime clubs to encourage the less active to increase participation

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

If YES you must complete the following section

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £8,355.00	Date Updated: January 2021
What Key indicator(s) are you going to focus on? Key Indicator's 2 & 3.			Total Carry Over Funding: £8,355.00
Intent	Implementation		Impact
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Curriculum Development: A PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum</p> <p>Specialist PE Coach to be recruited for September to raise the profile of Sport and PE in school</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Use of GetSet4PE to increase confidence, social skills etc of the children</p> <p>Recruited a Specialist PE TA instead – started October 2020</p>	<p>Carry over funding allocated:</p> <p>£1615 (for 3 years) + £3000 resources to compliment the new scheme: Get Set 4 PE</p> <p>£3740 carried over to 2020/21 towards PE Coach</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>GetSet4PE has been very easy to implement with clear lesson plans. Accessible to all teachers, whatever their confidence level in teaching PE. Good assessment tool and engaging lessons to teach. Excellent resources for during Covid-19 lockdown and shares adapted lessons for children to do at home with different resources etc.</p> <p>Increased opportunities for all children. Upskilling of teachers. Specialist knowledge shared.</p>
			<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>The 3 year package has been purchased so we plan to continue using GetSet4PE during this time to increase teachers confidence in delivering their PE lessons.</p>

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/No

At Morgans Primary School we recognise the contribution of PE to the health and well-being of the children. In addition, it is considered that an innovative and varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all children.

Our Sports Funding allocation will enable us to continue and extend our provision through entering into more competitive sports competitions and by training our staff to deliver in-house quality PE sessions. We believe the money must be used so that all children benefit regardless of their sporting ability. We will continue to place a high priority on our PE provision and as such have invested in additional staffing/coaching and resources to further enhance the curriculum.

- All playgrounds now have outside equipment for playtime and lunchtime use
- All-weather track enabling all children to access for their daily run
- The children are benefitting from receiving specialised coaching sessions from qualified professionals
- The number of extra-curricular clubs has increased, and will be run by the Specialist PE Teaching Assistant and external PE Coaches.
- Activity/Sports Clubs are now offered at lunchtime, supervised by the Specialist PE Teaching Assistant & PE Coordinator.
- More children can compete in Inter and Intra School competitions
- All children can take part in at least one personal challenge, provided as a whole school event
- We have attended most competitions available and in some competitions have been able to field more than one team
- We have joined other local schools for fully inclusive sport festivals
- Change4life club established 'Tiger Team'.

Looking ahead, we propose to use future funding to further support the teaching and delivery of curriculum PE alongside the already strong programme of extra-curricular activities. We want to ensure all children, including targeted groups, continue to develop and progress physically, socially, cognitively and emotionally. We want to continue to increase participation levels in competitive sport and healthy activity of all children, as well as continuing to raise standards in PE and school sport.

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: 2020/21		Total fund allocated: £19,000	Date Updated: October 2020, January 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
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 engage all pupils in regular physical activity in order to improve their general wellbeing and learning.	Register on the Active School Planner and utilise the review timetable to identify areas to reduce sedentary behaviour	£500	Children offered lunchtime clubs on a rotational basis - so not always the same children	Pupil Voice
Daily Mile	Ensure that all teachers allow regular time for the Daily Mile – rota of timings, one session per day on the track		Improved focus, behaviour	
Gonoodle/JustDance/Cosmic Kids Yoga etc. Weekly whole school Active Assembly.	Staff to understand the importance of regular physical activity and the impact this can have on wellbeing.		Aids mental health and healthy lifestyle	Ensures teachers regularly take 'active' breaks and update teachers with new options for these
Sports Council (Play Leaders) – Sport House Captains & Sports Ambassadors	PE Coordinator to support the Sports Council in running lunchtime clubs. New equipment to be ordered. To run lunchtime clubs		Sports House Captains and Sports Ambassadors have been chosen and are now the Sports Council. They have been trained on running lunchtime clubs – unable to run due to Covid-19	Sports Council meetings every half term to ensure clubs etc are run – will continue once Covid-19 restrictions are lifted

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Specialist PE Teaching Assistant	To run lunchtime and after school clubs to a range of year groups and range of interests.		restrictions, children cannot cross Year group bubbles.	PE Coordinator/Specialist PE TA to ensure registers are kept, data of attendees uploaded to GetSet4PE, in order to ensure all children get the opportunity to attend at least one club an academic year if they wish.
2 hours of PE every week	Ensure that all pupils are receiving 2 hours of PE every week. Check timetables.			
Identify and target those children who are least active	‘Tiger Team’ – run by Specialist PE TA		Targeted pupils increase activity levels. Tiger Team provides social interventions that encourage participation and improve self-confidence, enjoyment and awareness of opportunities for all children.	Ensure Tiger Team is run twice a week and the children attend. Rotate who gets to attend every half term to give more children the opportunity.
	Lunchtime clubs – run by Specialist PE TA		More clubs available providing the opportunity for all children to attend throughout the year.	Varied lunchtime clubs to encourage least active children to attend.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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 have a Sports Council which includes the Sport House captains and Sports Ambassadors, to help raise the profile of PE and active break/lunchtimes.	PE Coordinator to meet half termly with council. Offer a wide variety of sports clubs across all year groups during lunchtimes.		Sports House Captains and Sports Ambassadors have been chosen and are now the Sports Council. Sports Council to be trained on running lunchtime clubs and start running these clubs.	Unfortunately due to Covid-19 these lunchtime clubs have not been able to start – children cannot cross year group bubbles. However, Specialist PE TA running lunchtime clubs instead.
Sports Council noticeboard in the school main lunch area to celebrate sporting achievements across the school as well as advertising lunchtime clubs and up and coming sport events.	PE Coordinator to work with the Sports Council to regularly update the noticeboard. Take photos of teams and record results.		Pupils kept up to date with the sporting achievements and what clubs are available to them	This noticeboard is visible in school entrance hall with clubs advertised but no sporting events reported on there due to Covid-19 and events not currently taking place.
Monthly Sports Mail & celebrate successes weekly in Friday assemblies	PE Coordinator to collate photos and results of events attended as well as individual successes outside of school to report on. Designated pupils to write match reports for the Sports mail.		Motivated children by successes and enjoyment of representing the school	Children reading out match reports and making announcements. No monthly sports mail currently due to lack of events due to Covid-19. Any events held within school reported in monthly school newsletter. Whole school assemblies currently not happening due to Covid-19.

Achieved School Games Platinum PE Quality Mark 2018/19 which stands for two years so 2019/20 too. Continue aspiring to this level of PE provision.	Continue to gather evidence to ensure there are no gaps.		Participation rates monitored and least active children are identified and encouraged to attend clubs and/or events.	Lunchtime clubs with Specialist PE TA provides varied opportunities for all children. Continue with external sporting provision from companies such as Active Hearts, to increase pupil participation in extra-curricular clubs – currently not possible due to Covid-19.
Termly Whole School Physical Activity events	Autumn Term: Skipping Day Spring Term: Sport Relief and revisit skipping Summer Term: Sports Day		Children skipping at break and lunchtimes to try and improve their scores.	Ensure events are arranged post Covid-19. Skipping event in Autumn Term was within classes and results collated.
Specialist PE Coach and other members of the PE Team to raise the profile of Sport and PE in school	PE Coordinator – 1 day a week non-contact time to carry out PE Coordinator role	Ensure funding is available post Covid-19 if non-contact day is required	Increased opportunities to all children	PE Coordinator to continue being out of class one day a week to carry out the role – currently not required due to Covid-19 and lack of events etc
Raise the profile of being active in EYFS/KS1	FitBags for children to take home on a rotational basis – Year 1 (currently unable to send home due to Covid-19) Lunchtime clubs with PE TA for EYFS/KS1 Specialist PE TA to teach PE for at least one half term in each EYFS/KS1 class for upskilling of teachers		Increased opportunities to all children	
Specialist PE TA recruited to raise the profile of Sport and PE across the whole school		£18,000	Increased opportunities for all children, CPD/upskilling of teachers	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
PE Coordinators to attend the Primary Sports and PE Conference	Release time for Subject Leaders to attend CPD and feedback to SLT	£150 + cover if required	Fresh up to date ideas for PE Coordinators to implement.	Did not go ahead due to Covid-19.
Chance to Shine, Herts Cricket – Coaching sessions with all year groups from years 1-6	Teachers attend the cricket sessions with their class for upskilling	Free	Upskilling of teachers: both for cricket and other transferable skills.	
Upskilling of staff: opportunities to team teach with Specialist PE TA	All teachers to have the opportunity to work with Specialist PE TA for at least one half term over the school year.		More confident teaching of PE. New CPD's to be offered to staff	
Curriculum Development A PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum	Termly observations to monitor teaching of PE.		Teachers may pair up in their year group and teach to their strengths	3 year scheme of GetSet4PE purchased. Ensure training annually of the scheme to ensure teachers are confident in delivering the lessons.
	Use teacher strengths in particular areas of the PE curriculum		Provides teachers with confidence in teaching all topics within PE. Ensures progression and consistency in teaching.	
	Use of GetSet4PE scheme			

Achievement of pupils Assessment tool to support staff in planning lessons that ensure progress is being made with all pupils	Assessment for learning is used by all staff in PE. Assessments are updated half termly on GetSet4PE by teachers and/or Specialist PE TA. Progress in PE is monitored All pupils enjoy and achieve in PE		To run assessment reports at the end of each half term (DC) PE Coordinator can identify areas that may need developing.	GetSet4PE 3 year scheme purchased and provides assessment and planning for all areas of the PE Curriculum.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%

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:
Increase the number of clubs on offer: external coaches as well as school staff	Sports Council running lunchtime clubs Tiger Team: run by Specialist PE TA Specialist PE TA running lunchtime and afterschool clubs		More children achieving daily Physical Activity recommendation. Increased participation of children in different activities - club participation registers show the number of children attending each club, with a wait list in place for popular clubs. Tiger Team running well, children rotated half termly to provide more children with the opportunity to attend. More children achieving daily Physical Activity recommendation.	Sports Council unable to run clubs due to Covid-19 (unable to cross year group bubbles).

<p>Extra-Curricular Activities: Increase participation through before school, break time, lunchtime and after school activities using volunteers, staff and coaches as well as young leaders</p> <p>Sport Relief week</p> <p>Continue to enter HWSSP competitions and festivals, and offer lunchtime practices/try outs for the competitions. Led by PE Coordinator and Sports Council.</p> <p>To raise the % of pupils leaving Year 6 being able to swim at least 25m</p>	<p>External coaches offering after-school clubs</p> <p>External Coaches: Active Hearts – before school, lunchtime and after school clubs, Tiger Cheer, Karate, Dance/Drama, Chance to Shine Cricket</p> <p>Football (Girls & Boys) and Netball After School Clubs (Autumn and Spring Terms), Athletics (Summer Term).</p> <p>All children to take part in Sport Relief, a different activity each day</p> <p>Keep record of participation rates etc of those attending competitions and festivals</p> <p>HWSSP – top up swim sessions and/or water Safety sessions at Ware Lido</p>	<p>£500</p>	<p>Increased participation of children in different activities - club participation registers show the number of children attending each club, with a wait list in place for popular clubs.</p> <p>Increased participation rates</p> <p>To try and achieve 100% of Year 6 children being able to swim at least 25m</p>	<p>When able to: continue to use external coaches to increase the number of children participating in extra-curricular clubs</p> <p>External coaches unable to deliver extra-curricular clubs due to Covid-19 restrictions (with the exception of Chance to Shine cricket).</p> <p>Internally run clubs limited to Year groups only due to Covid-19 restrictions.</p> <p>Unable to participate in competitions and festivals due to Covid-19 restrictions.</p> <p>Due to the current Year 6 not being able to have their swimming sessions during year</p>
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				5 due to Covid-19, if possible provide sessions in Summer Term 2021.
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	<p>Social Interventions and support with Tiger Team</p> <p>Run and support lunchtime and after school clubs</p> <p>Managing and coaching sports teams</p> <p>Officiating at sporting fixtures</p>			
Level 0 – Personal Challenge	<p>To improve self-confidence, enjoyment and awareness for all children</p> <p>Sports Ambassadors attend Sports Ambassadors Conference for training to develop challenges</p> <p>Utilise Sports Ambassadors and Sport House Captains to develop and deliver challenges</p>		<p>Skipping (Autumn Term) and then again later on in the Spring Term</p> <p>Lunchtime activities run by Sports captains and ambassadors – post Covid-19</p> <p>To enhance the learning and enjoyment of participation in sport and PE</p>	<p>Personal Challenge to be a part of everyday life at school</p> <p>The house system is part of school life</p>
Level 1 Competition	<p>Level 1 competitions before all events attending in order to provide the opportunity for all children to participate and have the opportunity to represent the school</p>		<p>Pupils identify being part of a school team, supports opportunities for pupils to work co-operatively</p>	
Continued support for Level 2 competition and participation festivals	<p>Member of HWSSP</p> <p>School engages with the School Games competitions as well as</p>		<p>School achieved the Platinum School Games Mark at the end of 2018/19 – stands for two years.</p>	<p>Pupils become better role models, those pupils attending participation events have increased aspirations</p>

