



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by



Department  
for Education

Created by





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:

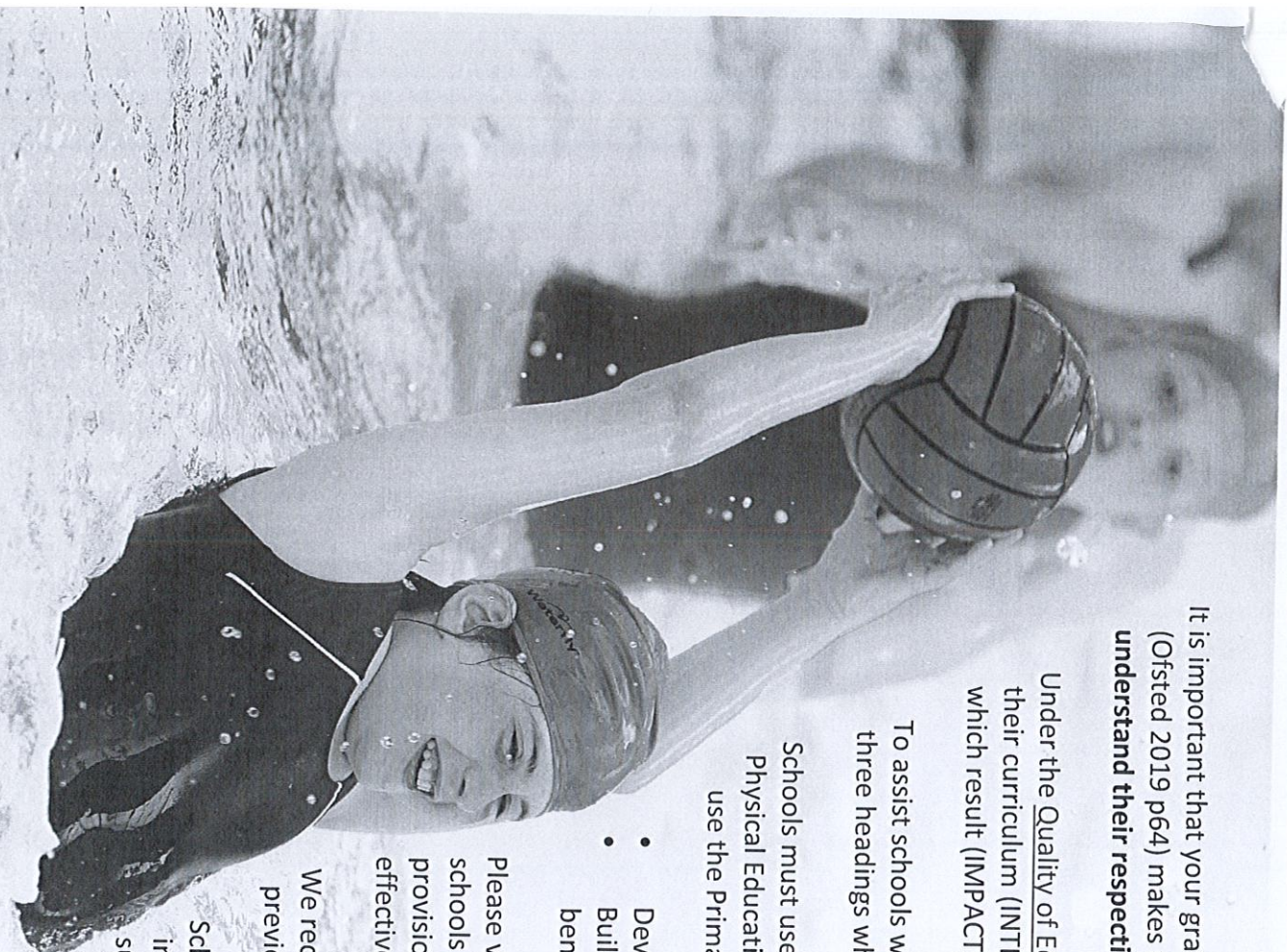
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://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.

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 2020. To see an example of how to complete the table please click [HERE](#).



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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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>In 2018/2019 Moorfield again achieved the Gold Level of the School Games Mark. To achieve the award Moorfield had to demonstrate excellence in participation, supporting talented athletes, competition, leadership, inclusion and community links with a PE and School Sport Contact.</li> <li>During 2018-19, fitness sessions were established throughout the school, where all children were encouraged to run up to a mile on the school grounds every week.</li> <li>Scheme of work was purchased to ensure consistency of teaching and clear progression through school.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement of outdoor school facilities which will enable the active mile to be completed in any weather.</li> <li>Further CPD training for new members of staff, focusing on skills knowledge and progression over the key stage.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	85%
<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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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/ <u>No</u>

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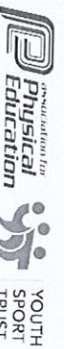


## Action Plan and Budget Tracking

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 pupils today and for the future.

Academic Year: 2019/20	Total fund allocated: £18527	Date Updated: 30.7.20		
<b>Key indicator 1:</b> The engagement of all 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:	
Intent	Implementation	Funding allocated:	Impact	%
<p>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:</p> <ul style="list-style-type: none"> <li>Engage more pupils in active play during lunchtimes, lessons and afterschool</li> <li>Pupils to have up to three taught PE sessions a week</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>Employment of a PE facilitator to run a range of sporting activities during the school day, breaktimes and afterschool</li> <li>Over the week, pupils will experience an outdoor sports lesson, an indoor gymnastics/dance lesson and an active fitness session which works towards running a timed mile.</li> <li>With support from the PE facilitator, teachers help organise games during lunchtime so that more children are active and have experience of different types of games</li> </ul>	£10466	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>More children are active during breaktimes and during the school day.</li> <li>57% of KS2 children attend sporting afterschool clubs</li> <li>Positive impact on behaviour, particularly during lunchtimes.</li> <li>Pupils' play is more imaginative</li> </ul>	<p>56%</p> <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>PE facilitator provides training for teachers and lunchtime supervisors</li> <li>PE facilitator continues to update knowledge through training courses</li> <li>Basketball posts to be built into the playground. This would give children permanent access to the posts and encourage more invasion style games as well as perfecting their throwing/shooting accuracy.</li> </ul>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:

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					%
Intent	Implementation	Funding allocated:	Impact		
<p>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:</p> <ul style="list-style-type: none"> <li>Pupils' fitness levels are raised</li> <li>Pupils take on leadership roles that support sport and physical activity within school and develop children's resourcefulness and reciprocity</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>All pupils receive weekly, monitored fitness sessions.</li> <li>Individual fitness cards act as a visual incentive to encourage the children further.</li> <li>KS2 children complete a timed mile on the school grounds</li> <li>UKS2 pupils are trained as Playleaders (to support play in KS1) and Sports Ambassadors, who mentor the Playleaders and model good sportsmanship across the school.</li> <li>Home learning fitness challenges added to the blog during Covid19 by PE Facilitator to increase and sustain fitness.</li> </ul>	£3846	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>Through running the 'Moorfield Mile,' children are more resilient, have more stamina and determination to succeed.</li> <li>96% of UKS2 can run a timed mile in under 12 minutes. 79% of LKS2 children can run a timed mile in under 12 minutes.</li> <li>KS2 are respectful, tolerant and more engaged with KS1 pupils</li> </ul>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>Purchase more synthetic surfaces to make the active mile accessible in any weather</li> <li>Children receive training so knowledge is being shared</li> <li>Aim to share more successes on school blog</li> </ul>	21%



**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation:

%

1.2%

Sustainability and suggested next steps:

**Intent**  
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:

**Implementation**  
Make sure your actions to achieve are linked to your intentions:

**Funding allocated:**

**Impact**  
Evidence of impact: what do pupils now know and what can they now do? What has changed?:

- All pupils offered a high quality broad and balanced PE curriculum

- Employment of swimming coaches who can team teach with staff in KS2
- Employment of PE facilitator who team teach with staff
- CPD opportunities
- Employment of tennis coach in LKS2
- Purchase equipment to support delivery of broader PE curriculum
- Member of the Telford and Wrekin School Sports Partnership with offers up-to-date advice on teaching, CPD, competitions and progression through school

£216

- Aim to have all Year 6 children swimming 25m (catch up programme was also planned in the summer term for children who did not achieve this, but due to the pandemic, this did not go ahead)
- Consistent approach to delivery of sport throughout school due to the same planning format and teachers
- Children receive high quality PE lessons

- New members of staff to receive relevant CPD
- PE facilitator to monitor teacher-taught PE sessions to ensure consistency throughout school

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

%

4.5%

Sustainability and suggested next steps:

**Intent**  
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

**Implementation**  
Make sure your actions to achieve are linked to your intentions:

**Funding allocated:**

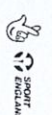
**Impact**  
Evidence of impact: what do pupils now know and what can they now do? What has changed?:

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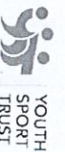
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>Increased range of high quality afterschool clubs are <i>offered to all year groups</i></li> <li>More afterschool clubs are delivered by professional coaches</li> <li>Increased number of children attending afterschool clubs</li> </ul>	<ul style="list-style-type: none"> <li>Afterschool hockey is taught by ex-Scotland <i>hockey player</i></li> <li>Cross Country Club is led by local running club ambassador</li> <li>Netball Club is delivered by level 5 certified netball umpire</li> <li>Purchase of PE equipment</li> </ul>	<p>£450</p>	<ul style="list-style-type: none"> <li>Increased attendance numbers to afterschool clubs</li> <li>Positive feedback from children and parents</li> </ul>	<ul style="list-style-type: none"> <li>Adapt clubs based on new teaching staff and their skills</li> </ul>
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# Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:				
%				
17.3%				
Sustainability and suggested next steps:				
Intent	Implementation	Funding allocated:	Impact	
<p>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:</p> <ul style="list-style-type: none"> <li>Increased number of children to take part in Inter School competitions</li> <li>Increased number of children take part in Intra School competitions</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>Member of TWSSP includes plethora of school competitions</li> <li>Register has been created to ensure all children attend tournaments</li> <li>Book transport to ensure children can attend competitions</li> </ul>	£1700	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>100% of children have represented the school in Intra School competitions.</li> <li>100% of KS2 pupils on the SEND register have represented the school in Inter School competitions</li> <li>69% of KS2 pupils represented Moorfield in Inter School competitions</li> </ul>	<ul style="list-style-type: none"> <li>Continue to pay into TWSSP</li> <li>Apply for Platinum Level School Games Mark</li> </ul>

Signed off by	
Head Teacher:	<i>L. Buxey</i>
Date:	30.7.20
Subject Leader:	Dawn Smith
Date:	30.7.20
Governor:	<i>[Signature]</i>
Date:	30.7.20

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