

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,691.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,622.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,622.00

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	<p>Unknown.</p> <p>Dry land safe self rescue was given to all 30 pupils but unable to actually quantify how many would be able to perform this in the water.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p> <p>Please see note above</p>	<p>77%</p> <p>(23 pupils – previously been assessed in Autumn 2019)</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>37%</p> <p>(11 pupils - previously been assessed in Autumn 2019)</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>Unknown %</p>
<p>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?</p>	<p>Yes/<b>No</b> Due to COVID restrictions.</p>

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.

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Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Implementation of a new active lunchtime system, zoning areas for different activities with a focus on all children being as active as possible during their lunchtimes and accessing new sports and activities they may not have encountered - new resources also purchased. This system has been child led to encourage as much participation as possible.</li> <li>• The introduction of pedometers for each child in the school. The challenge to meet and exceed a mile daily by reaching 2500 steps and beyond which, alongside the new lunchtime rota has encouraged children to consider and reflect on how active they are. Links to maths have been made as the children calculate how many miles they have achieved in one day. Teachers also consider how to bring movement into the class in a cross curricular way to encourage the momentum and make links to other subjects.</li> <li>• Sponsored fitness week organised by FOMS supported by UKA which actively encouraged all children during lockdown to be as active as possible and helped us also to raise money for iPads. The school community was brought together via Zoom as keyworker children took part in the lessons in school and children joined in at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of a new P.E scheme of work to support teachers in their professional development and delivering of the subject.</li> <li>• Ongoing external and internal CPD for outside and indoor P.E (following staff feedback)</li> <li>• Children to access and engage with a range of sports and events organised by the local P.E group now restrictions are becoming less.</li> <li>• Attendance of sporting events such as Wimbledon, rugby matches, football matches, cricket matches including Commonwealth Games day trip if manageable, to introduce children to a range of sports and experience live sport.</li> <li>• Introduction of a dance off as part of indoor P.E for the final term to give purpose to dance for all and to unite the school community through this medium.</li> </ul>

<ul style="list-style-type: none"> <li>• P.E continued to be delivered and actively timetabled through our Google Classroom platform for all pupils during lockdown including links with UKA video lessons.</li> <li>• Two new formats were introduced for Sports Days - one as a whole school carousel events whereby children compete against themselves to achieve standards an another races and relays afternoon as a competitive event where children compete against each other and some are selected for events to represent their Year group and houses.</li> <li>• Both Sports Day events were risk assessed to be able to go ahead and were a huge success, allowing all those in school to partake in a whole mornings or afternoons of fun and putting into practice the skills they have developed in their P.E lessons throughout their time at Moreton.</li> </ul>	
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Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p><b>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.</b></p> <p>During 2020-2021</p> <ul style="list-style-type: none"> <li>• 145 children (80%) participated in weekly extra-curricular sport and/or active lifestyle clubs or lunchtime active sessions at school during the year prior to any lockdowns and restrictions owing to COVID19</li> <li>• Additional resources were purchased or replenished during 2020/21 to support the implementation of the new lunchtime</li> </ul>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Continue to increase the number of pupils who participate in weekly extra-curricular activities and sports within the school from 80% to 85% as per last year's target.</li> <li>• Further increase the number of children participating in <b>daily</b> physical activity beyond that of the curriculum through extra opportunities such as at lunch and before school</li> </ul> <p><b>Key indicator 2: The profile of PE and sport being raised across</b></p>



activity sessions such as footballs, cones, table tennis balls, hula hoops and skipping ropes

- Pedometers were purchased for every child in the school in order that they take part in the a trail of the new whole school initiative of children completing a mile or more in steps every day. 100% of all school children participated in the trial

**Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.**

- Moreton Primary School continued to be an active part of West Essex Schools Sports Association (WESSP/LDG).
- The school has a high profile for both PE and Sport, enters all local competitions, tournaments and leagues across a wide range of sports for all abilities and continued to do so through online events organised by WESSP and UKA. Articles about our sporting success regularly featured on both our website, in our newsletters and in local newspapers.
- UKA provide P.E sessions for all year groups across the school and work with the class teachers and P.E lead to ensure that the children experience a broad and balanced range of sports and skills. Alongside this they also run after school clubs such as karate, football, multi-skills and help to organise events to continually keep P.E and being active at the forefront of the children's minds as part of their learning journey.

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

Attainment in PE is good overall with many pupils developing good their key skills in physical activities and sports. Current staff

**the school as a tool for whole school improvement.**

A number of pupils go on from trying out an activity or sport within the school to local clubs, represent their clubs and achieve well.

They also participate in activities outside of school, as well as within, such as horse riding, swimming, rugby and karate.

- Raise the profile of sporting achievements by celebrating out of school successes through assemblies and also the introduction of a P.E notice board using current and past pupils.
- Celebrate and promote key sporting events such as Wimbledon, Commonwealth Games, Paralympics and any sporting event within the school calendar
- Attend local and national sporting events such as Wimbledon, Essex Cricket and Rugby events etc to raise the profile of P.E and allow children to experience a wider range of sports that they may not have access to.

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

Owing to a lack of training and CPD opportunities due to last years restrictions, the quality and standard of PE teaching across the school is good but could be much improved in aspects of confidence.

- Further increase staff confidence, knowledge and skills in teaching PE and Sport, particularly for ECT, HLTAs and Cover Supervisors within indoor P.E - dance and gymnastics
- Continued regular staff inset to with regard to planning and the use of resources to set up a sequence of progressive lessons in different sports

expertise include an RFU qualified rugby and Tag Rugby coach, a qualified swimming instructor, a Gymnastics Association accredited teacher and qualified dance instructor

- The school has a strong, sustainable partnership with UKA who provide P.E sessions in which teachers can observe, participate and team teach within and as part of their CPD
- WESSP regularly provide sporting opportunities for identified year groups and pupils for a range of activities through discussion with the P.E lead to further develop skills. Following restrictions being lifted a whole day of cricket skills was delivered to identified year groups with teachers using the sessions as part of their continuing development in how to further enhance their knowledge and understanding of delivering these skills. Towards the end of the year rounders was taught to all year groups, including Year R, as an opportunity to develop all children's skills further and as an opportunity for further teacher CPD.
- Dedicated lunchtime staff trained and supported the playleaders to deliver planned and rotated activities at lunchtimes.

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

Moreton provides pupils with a range of both sporting and non-sporting extra-curricular clubs and many clubs are run free of charge. Sports / healthy and active lifestyle clubs during 2020/21, when there were no restrictions, included: Football, Netball, Dance and Exercise, Dance, Multi-Sports and Karate.

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

Prior to lockdown and the pandemic there were plans in place such as a visit for a group of children to Wimbledon and also the Essex County Cricket ground to watch the sports and meet players and coaches.

Coaches from different sports and activities, including dance, were planned for all abilities and age groups but again owing to restrictions had to be postponed.

This plan will continue into the next academic year

#### **Key indicator 5: Increased participation in competitive sport**

Moreton participates in almost all available competitive sporting opportunities for primary age pupils in the local area, including for SEND pupils.

- Increase participation in competitive sport through entering multiple teams into appropriate local sporting events, tournaments and competitions - or virtual ones if restrictions are still in place
- Increased participation for more pupils by organising multi skill events for all through the local delivery group WESSA.
- Increased participation for more pupils by organising a gifted and talented event through the local delivery group WESSA if restrictions allow this year

Lunchtime at Moreton allows all children to have the opportunity to engage with physical activity and have the opportunity to try new things . A new outdoor music system was purchased and dance is now timetabled into the activity rota. Pupils engage in dance - known routines and freestyle as a large group in a designated area of the playground. New zones have been created so that team games can be played and experienced for the first time such as badminton, football and basketball and smaller zones for other fun, physical activities such as parachute games, skipping and hula hoop rock paper scissors.

#### **Key indicator 5: Increased participation in competitive sport**

Though there have been many restrictions in place the school has endeavored to participate in as many sporting events as possible. The school participates throughout the year in a wide range of inter-school sporting fixtures and tournaments, Competitive sport at Moreton includes: Football; Netball; Cross-Country; Indoor Athletics; Athletics; Swimming; Multi-Sports; Cricket; Tennis; Hockey; Rounders; Tag Rugby; Boccia; New Age Kurling and Handball. The school wins many of the local area (Level 2) sporting competitions and tournaments and regularly wins regional (Level 3) finals. The school has progressed to the County Finals in a wide range of disciplines over the past two years including in Indoor Athletics, Cricket and Cross-country. Our Tag Rugby Team progressed to the WE Essex Regional Finals prior to the schools closing for lockdown.

Sustainability: Moreton has a good selection of resources for PE,

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games lessons and lunchtime activities and a well-trained and qualified workforce with which to provide high quality coaching to pupils and enable participation in a wide range of competitive sporting events and support the development of healthy, active lifestyles.

## 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: 2021/22		Total fund allocated:17,622		Date Updated:	
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: %0.5
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:
Implement, following a short trial last year, a whole school initiative whereby every child considers and achieves a mile in distance every day. Children to understand how health and activeness links to their own wellbeing and how they can achieve a mile in distance every day without it being overwhelming.	<ul style="list-style-type: none"> <li>• Each child to be given a pedometer</li> <li>• 2500 steps is a mile - children to be challenged to achieve over the course of the whole school day (including lunch and breaks)</li> <li>• Record and track of who has achieved to be kept by class teacher and P.E lead to gather for analysis</li> <li>• Pedometers initially to stay at school</li> </ul>		£350  Pedometers already bought ready for the trail - no cost this year but replacements for any broken or lost pedometers will be needed from the previous year		

<p>Lunchtimes to have a range of active zones and access to sporting experts to support the active 30 scheme</p>	<ul style="list-style-type: none"> <li>• Zones and rotas to be shared with the whole school and adapted each half term to offer an ongoing range of new activities and active experiences for all pupils</li> <li>• New additional coaches/experts to be used for different zones (multi skills/street dance, cricket etc.)</li> <li>• New resources to be added to existing zone activities to ensure more children have access to them and less sharing</li> </ul>	<p>£1000</p>		
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** Percentage of total allocation: %85

Intent	Implementation		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>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>PESSPA stands for physical education, school sport and physical activity and includes PE lessons, school games events and competitions, sport leadership, extra-curricular clubs and</p>	<p>Forest school -</p>		<p>£1,000</p>	

<p>enrichment.</p> <p>Please see pedometer plan in key indicator 1</p> <p>UKA to provide one P.E session per year group per week as part of their P.E curriculum. Teachers will use the sessions as part of their ongoing CPD to observe, engage in and enhance their growing development in teaching sequenced lessons to develop all children's skills across a range of sports and activities.</p>	<p>A whole year overview to be agreed with SLT and P.E lead as to the delivery of P.E sessions by UKA to meet the ongoing developmental needs of all pupils. Lesson plans to be shared with teachers to support their understanding of the content and how this is sequential and developmental on paper as well as in practice. CTs to keep a training log</p> <p>P.E lead to observe and drop in to lessons. Questionnaires completed by all pupils and staff to ascertain their thoughts on progress and confidence and to inform further CPD and opportunities for pupils</p>	<p>£10,000</p> <p>Cost of cover for time out to analyse and monitor</p> <p>£250</p>		
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<p>Re-introduce all after school clubs this academic year and introduce new lunchtime and after school clubs</p>	<p>All staff to run a club during the school year. A termly timetable to be published and made available to parents/carers and children.</p>	<p>£1000 for dance club</p>		
<p>Participation in as many of the local sporting competitions and events as can be allowed owing to the whole school calendar.</p>	<p>Through continued involvement with WESSP/LDG we will be able to see the events that will take place throughout the year and participate within them as part of our membership. We will ensure that we enter a range of events for differing abilities and needs including SEND and that it includes a range of experiences and competitiveness.</p>	<p>£1200</p>		
<p>Increase range of resources available to staff to ensure quality P.E lessons are delivered and adequately resourced.</p>	<p>Through equipment audits and staff discussions, gymnastic equipment was identified as a priority. Benches to be bought - 5m plus climbing resources</p>	<p>£1500</p>		

<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>Percentage of total allocation:</p>
	<p>%10</p>

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 ensure all staff receive regular and ongoing CPD which impacts on the children's progression of skills in a range of sports and activities. This will be as a result of building confidence and a bank of new resources and lesson ideas.	<ul style="list-style-type: none"> <li>• UKA to plan and deliver a half term of P.E per year group</li> <li>• Teachers to be involved in the sequencing, delivery and reflection of the half term of lessons.</li> <li>• Teachers to observe the coach, discuss how to differentiate and adapt to meet the needs of all children, gain ideas for further progression and develop their skills and knowledge through the process</li> <li>• Children to complete an evaluation and reflection of their skills through the coaching from the outside expert</li> <li>• Teachers to complete a</li> </ul>	See previous allocation in Key indicator 2		

	<p>reflection and evaluation of how their knowledge, skills and consideration of developing the children's skills has progressed.</p>			
<p>Specific CPD for indicated areas of need addressed</p>	<ul style="list-style-type: none"> <li>• Identified areas through staff feedback and monitoring to be addressed</li> <li>• Staff requests for CPD to be addressed</li> </ul>	<p>£500 for external providers</p>		
	<p>Advantage to be taken of free CPD through WESSP partnership and local sporting clubs such as Essex County Cricket.</p>	<p>£200 to release P.E leader to plan and deliver inset</p>		
<p>Investigate a new P.E scheme of work</p>	<p>Explore and trail a new scheme of P.E which will support the delivery of P.E and teachers to deliver this</p>	<p>£1000</p>		

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: .05


Intent	Implementation	Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do
			Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Additional achievements: Increase staff confidence, knowledge and skills within an expanded range of sports to be offered to all pupils within PE lessons and use of resources</p> <p>Further expand the range of, and the number of pupils who engage with, extra-curricular sporting clubs at the school.</p> <p>Make provision for children to experience a range of sporting events outside of school and to experience sporting events at</p>	<ul style="list-style-type: none"> <li>• Staff inset delivered to be monitored for impact on the quality and delivery of P.E blocks, including how to use all resources available to them</li> <li>• Inter year group Dance competitions to be introduced with a theme for each - Year R - Friendship, Year 1 - Disney, Year 2 - Space, Year 3 - Rock, Year 4 90's, Year 5 - Cowboy, Year 6 Movies</li> <li>• As per key indicator 1, increase the range and variation of activities on offer at lunchtime through play leaders and outside providers.</li> </ul> <p>Make use of contacts such as rugby and Essex County Cricket to gain tickets to events including possible</p>	<p>£500</p> <p>£100 for tickets and travel</p>		



venues and stadiums.	Commonwealth games tickets  Place the school in the Wimbledon ballot of tickets to gain a group of tickets to take children to the events			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%0.2
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:
Please see key indicator 2  To continue with the newly introduced sports days - 1 of which is competitive against themselves and all children participate and one of which is competitive against their peers and is for selected children and volunteers for events	1 sports morning to be held (8 step) with a range of activities run by staff where all children participate to earn house points for their teams 1 sports morning to be held (races and relays) where children take part in run offs to enter into running races and relays and others participate in events similar to those at the outdoor athletics school sports event.	£250 release time for P.E lead to organise		

Signed off by	
Head Teacher:	
Date:	September 2021
Subject Leader:	

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Date:	
Governor:	
Date:	