



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](#) 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 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](#).

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"> We introduced the daily mile. Engaging with our small cluster schools provided us with the opportunity to participate in a variety of events tournaments / sporting activities. Wonder Woods for KS1 enabled children to be more active in their learning during curriculum time. We continued to offer a varied choice of sports during our after school clubs. These proved to be very popular. 	<ul style="list-style-type: none"> Continuation of CPD for staff to enable them to confidently teach the PE curriculum. A broader range of outdoor activities to be introduced and developed. Continuation of funding for residential trip. Wonder Woods - expand provision to include whole school Continuation of after school sports club provision. Develop provision for swimming.

Meeting national curriculum requirements for swimming and water safety.	Autumn 2019	Summer 2020
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.	42 %	Due to Covid 19 No swimming able to take place during the summer term
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	42 %	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	14 %	
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?	No	Planned but refer to note above

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: £ 16,630+ 5803 c/f total £22,433.30		Date Updated: December 2019 Updated June 2020	
Key indicator 1: 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: %
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
a) Daily Mile re introduced to develop fitness and determination to improve		a) Each class to complete daily mile activity		None required	
b) Gym trail upgraded especially climbing traverse wall to ensure pupils have access to climbing, balancing & core strength activities in the outdoors.		b) Outside gym trail upgraded especially climbing traverse wall		Holds donated by Mile End Climbing Wall	
c) Access to sporting opportunities during the curriculum and playtimes that develop movement skills, resilience and teamwork.		c) Playground equipment updated & provided e.g skipping ropes, balls, hoops. IHT to work with groups of pupils at playtime to develop skipping skills & basketball skills. At least 2 lessons of PE/Sporting activities are planned and delivered each week		Part of day allocation of IHT	
				a) Children undertook more exercise but the Daily Mile was not consistently undertaken. b) Due to health & safety issues with the framework of the climbing traverse wall this has not been able to begin (see Key Indicator 2). Some climbing holds have been donated and are stored in the school boiler house. c) IHT reported that skipping skills improved and motor skills developed. Cross curricular links were made using skipping to aid learning in French lessons. Y3/4 were able to count whilst tackling skipping tasks. Teamwork and shooting skills improved because of basketball activities put in place.	
				Sustainability and suggested next steps: Develop from Daily Mile by introducing Marathon Kids. Possibly allocate funds to repair the climbing traverse and utilise donated holds. Provide planned activities for playtime to enable children to engage in small sports. Continue to add opportunities for children to be active during lunchtime.	
				0%	

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	0
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:
a) Focus on gross motor skills and social skills through upgrading the gym trail. This needs to be made safe so it can continue to be used.	a) Health and Safety reviews of particular areas to ensure they are still fit for purpose and does not mean that the children have to stop using equipment that was previously available to them. The school caretaker reported to PH that the wood of the climbing wall has rotted in the ground and the wall is wobbling as a result. The hand-holds have been removed and the wall is not used.	Holds donated by Mile End Climbing Wall Part of Premises Managers role	a) Health and safety review highlighted issue with uprights in the traverse wall. This was not resolved this year. The rest of gym trail is being used. IHT reports that children are keen and motivated. The current SLT has no record of any pupil perception results. IHT reports that balance/gross motor skills, concentration and social skills e.g turn taking have developed well. There is no current data to support this.	a) Gather quotations and information in order to repair/upgrade the gym trail so that it can meet the required standards and value for money.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	90.5
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:
<p>a) Specific in- house CPD provision for teachers including an NQT and support staff through the use of a specialist PE teacher- Interim Head Teacher (IHT) to develop knowledge and skills associated with developing movement skills, core strength, resilience and teamwork.</p> <p>b) Identified training for NQT to meet PE statutory requirements.</p> <p>c) IHT to work with support staff to model intervention activities to develop gross motor skills for identified pupils.</p> <p>d) Learning in the outdoors through 'Wonder Woods & enriched curriculum' developed to encourage exploration & creativity in movement and teamwork.</p> <p>e) Almost all pupils, when questioned, say that PE lessons are really challenging and exciting and that they really enjoy PE.</p>	<p>a) NQT to work alongside IHT in movement/gymnastics lessons, observing, team teaching and then planning & leading sessions. Teachers & support staff to observe and support in lessons with IHT</p> <p>b) NQT to attend focussed PE training Autumn term 2019</p> <p>c) Support staff to introduce & develop motor skills and confidence building program for pupils across the school</p> <p>d) Teachers working alongside Karen Manning & IHT to develop opportunities through creative curriculum approach</p> <p>e) Survey to track pupil's enjoyment</p>	<p>Staff costs £20347.29</p>	<p>a) Staff report that this training did not happen. The NQT mentioned has since left the school.</p> <p>b) The NQT mentioned has since left the school.</p> <p>c) Early morning gross motors skills program worked successfully due to the staff member delivering the session using her pre-existing training from another setting. Staff report that no training was provided. SLT can find no records to support impact of this.</p> <p>d) Wonder Woods provided effective learning opportunities for the younger children of the school, but did not meet the needs of the older children within the school.</p> <p>e) SLT can find no formal record of any pupil perception results.</p>	<p>a) SLT to plan coaching development for staff, trained by new sports leader (FC). This will use the same model which has been successful at St. Osyth's Church of England Primary School, with the sports leader modelling one lesson a week for the teacher, and the teacher delivering the next session using CPD received and planning provided by sports leader.</p> <p>b) NFAR</p> <p>c) Dependent on SEND needs of pupils.</p> <p>d) Aristotle to use this provision but no other classes.</p> <p>e) Monitoring and evaluation of PE will be included in the school's monitoring and evaluation plan.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	0
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:
<p>a) Ensure outdoor learning including adventurous activities e.g climbing, trust activities, water sports, orienteering are planned and included within the curriculum both in school and outside of school to ensure that children have an opportunity to experience outdoor education they may not access normally. on a daily basis e.g. rock climbing. This may encourage a love for this activity in the future and teaches the children another way to be active and enjoy outdoor activities.</p> <p>b) Provide swimming sessions for year for identified Year 6 pupils to enable them to achieve 3 key aspects of KS2 swimming expectations</p>	<p>a) Creative curriculum development -provision:</p> <ul style="list-style-type: none"> - 'wonder woods' where teachers develop opportunities for cross curricular learning - Use of links with Mile End Climbing Wall via IHT - Book sailing water sport sessions with Local Mistley group. <p>b) Book Y6 sessions for the summer term</p>	<p>Funding taken from staffing allocation.</p> <p>Use of free support from external providers</p> <p>Travel costs taken from £1400 allocation</p>	<p>a) Wonder Woods provided effective learning opportunities for the younger children of the school, but did not meet the needs of the older children within the school. As a result, the use of Wonder Woods for KS2 has been discontinued.</p> <p>b) Due to the COVID-19 situation and school lockdown from March all external planned activities were not able to happen during the summer term 2019/2020 and autumn term 2020/2021.</p>	<p>Arrange outdoor/adventure residential visit to take place annually from April 2021.</p> <p>New sports lead (FC) to introduce a broader experience of a range of sports and activities offered to all pupils.</p> <p>Year 6 cohort (2020 – 2021) require swimming lessons in order to meet the expectations. Due to COVID-19, sessions did not take place in the Summer.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	6.5
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:
Tag Rugby School Sports Partnership to fully support PE and sports provision at Mistley Norman: Travel to sporting events Opportunities to participate in school to school competitions			2020-2021 Senior Leadership Team know that the tag rugby event was attended but have no other information to support an evaluation of this key indicator.	SLT to plan opportunities to compete with other schools with the new sports leader (FC).

Signed off by	
Head Teacher /Subject Leader:	Intent and implementation planned by Fiona Reid (IHT) Reviewed by Mark Carter-Tufnell (HT) and Phil Holton (DHT)
Date:	Intent and implementation reviewed December 2019
Governor:	Mike Simmonds Chair of Trust Interim Board January 2020 Reviewed by Chair of Local School Board January 2021