

# 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	£17,800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,800

## 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>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>	70%
<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>	70%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	90%
<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>	No

# MONKTON ACADEMY PHYSICAL EDUCATION CURRICULUM MAP

Invasion Games
Gymnastics
Athletics
Striking and Fielding
Dance
Swimming
Health Related Fitness

Term / Year group	3	4	5	6
			Swimming (all year)	
Autumn 1	Dodgeball / fundamentals	Tag Rugby	Tag Rugby	Tag Rugby
	Dance	Tag Rugby	Fitness	Fitness
Autumn 2	Multi-skills	Basketball	Sports Hall Athletics	Sports Hall Athletics
	Tag Rugby	Fitness	Fitness	Fitness
Winter	Gymnastics	Sports Hall Athletics	Netball	Tag Rugby
	Fitness	Gymnastics	Tag Rugby	Netball
Spring	Futsal	Futsal	Basketball	Dance
	Dance	Dance	Dance	Handball
Summer 1	Cricket	Cricket	Cricket	Cricket
	Athletics	Athletics	Athletics	Athletics
Summer 2	Rounders	Rounders	Softball	Softball
	Cricket	Cricket	Rounders	Rounders

DAILY MILE

Key achievements to date until July 2021:	Areas for further improvement 2021 / 2022.
<ul style="list-style-type: none"> <li>➤ Maintained the profile of school sport and physical activity during the academic year during challenging circumstances</li> <li>➤ Strategic leadership and management of PE and School Sport by specialist PE lead practitioner, CPD received online via STSSN to support these processes</li> <li>➤ Developed the culture of sport in school whereby 100% of our children have represented Monkton Academy virtually and intra house at festivals and competitive sport activities</li> <li>➤ Daily Mile embedded as a key aspect of daily routine in school. When weather not suitable HIIT training sessions are completed by all.</li> <li>➤ Swimming data still over 70% success despite only 1 full term of swimming completed due to C19</li> <li>➤ Further development of play areas to include a wider range of self-delivered sports activities available for all to access at active play and lunch times</li> <li>➤ Activity tracker loans within school, contributing to whole school intra stepping competitions with winners receiving MA merchandise as recognition</li> <li>➤ Improved the provision of extra-curricular activities offering a range of sports clubs for all pupils to attend including Start2Finish, All Stars rugby, Durham cricket</li> <li>➤ Staff development by team teach / observation of 6 weeks Rugby training in lesson time from Newcastle Falcons and bespoke cricket training from Durham cricket</li> <li>➤ Y3 recovery curriculum inclusive of 6 week Climbing training at Simonside Outdoor Education with the focus on developing trust and resilience in their practice</li> <li>➤ Y5 recovery curriculum inclusive of 6 weeks training at The Urban Factory with the focus on team work and co-operation</li> <li>➤ Y6 Weardale OAA residential</li> <li>➤ Sports activity week inclusive of sportsmanship day, traditional sports day and end of school activity day</li> </ul>	<ul style="list-style-type: none"> <li>➤ WOW launched for whole school approach to achieving 60 active mins daily</li> <li>➤ Expansion of the activity tracker programme to allow more students to participate in the intra school competition increasing activity time</li> <li>➤ Support the culture of Sport for all via investment in sports tops for all students</li> <li>➤ Proactive approach to tackling unhealthy inactive lifestyles by the introduction of Nutrition Ninja 8 week programme</li> <li>➤ Successful NN leaders to act as 'advisors' to others regarding packed lunches and deliver a training activity to the whole school detailing exercise v nutrition input v output</li> <li>➤ Preparation for Deep Dive in PE CPD provided by STSSN</li> <li>➤ CPD opportunities for whole school staff via STSSN to upskill knowledge and improve confidence in the delivery of specific activities</li> <li>➤ Team teach with specialist practitioner to improve confidence and range of activities which all students can access</li> <li>➤ Integrate intra school sports competitions into the curriculum design at the end of each teaching block to allow 100% of students to represent their 'house' and participate in competitive sports teams at Monkton Academy on a termly basis</li> <li>➤ Elected sports captains to participate in the leadership academy aiming to be a 5 star leader on graduation from the programme</li> <li>➤ Summer sports fayre designed and delivered to promote opportunities for participation in local clubs to further enhance performance levels and offer sustainability for sports activities beyond school</li> <li>➤ Raise the profile and promote the benefits of a healthy active lifestyle aiming for 95% of students representing Monkton Academy at sporting events</li> <li>➤ Continue to implement the Daily Mile contributing to the physical and mental wellbeing of all students and improving academic performance</li> <li>➤ Sports Week, last week of summer term; inclusive of Sports Day, Sportsmanship Competition Day, opportunities to try new sports and activities.</li> </ul>

## 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:	Date Updated:		
<b>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</b>			Percentage of total allocation: 27%	
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:
Delivery of broad and balanced high quality PE curriculum for all students, inclusive of team teaching opportunities with specialist practitioners (internal and external)	Strategic management and delivery of broad and balanced curriculum by highly skilled sports specialist. This provides the opportunity for students to be more physically active in their lessons, developing their skills and accessing new sports and activities in a high quality environment. Key focus is on active minutes within the lessons and developing a passion for sport and physical education.	£2500	Wide variety of sports offered in the curriculum including the use of specialist activity centres to support a more diverse range	Curriculum devised to deliver a variety of competitive and non-competitive activities for 6-8 week blocks. Intra-competitions integrated into SOW to enable all students to be involved in competition. Skills ladders developed to support the delivery of each sport.
Purchase of new playground equipment to be utilised daily	New equipment and playground markings to ensure a variety of active opportunities are available for all	£1500	Greater number of students involved in active play and lunchtimes, improving co-operation, team work and self-play skills	Continue to provide quality equipment and maintenance of playground equipment for pupils to utilise

<p>Increase active playground minutes by Sports Leaders delivering high quality sports sessions every lunchtime to Y3 pupils.</p>	<p>Y6 previously trained sports leaders to deliver daily structured sports activities to y3 pupils. Ongoing training and quality of provision lead and monitored by specialist (external) teacher.</p>	<p>£400</p>	<p>Greater number of students involved in active play and lunchtimes, improving co-operation, team work and self-play skills</p>	<p>Due to bubble restrictions and students unable to cross bubbles this target will be carried forward.</p>
<p>Summer term 'return to activity' programme of Skipping delivered in partnership with Skipping School.</p>	<p>Y3 &amp; 4 access weekly skills based video input to learn new skipping skills with progressively difficult content. A key aim was to give assistance and focus to students lunchtime play and develop physical stamina.</p>	<p>£450</p>	<p>Large number of students able to access resources to support their practice and development of the skills. Celebration festival event postponed due to C19.</p>	<p>Access to ropes daily and entry to the postponed festival. Increase activity levels in an individual sport.</p>
<p>Continue to utilise Daily Mile to improve physical and mental wellbeing and raise academic performance.</p>	<p>Daily Mile is accessed by all students and staff to improve wellbeing. When is at the discretion of individual staff to ensure it fits in with the class daily activities. Also can be utilised as a 'break' for students within lessons and staff report students return from the activity ready to learn and re-engage in their activities. Celebration Mile is completed by whole school together on a Friday afternoon. Raises the <i>community</i> feel of the activity and maintains its high profile as part of our Academy's day for all staff and students. *C19 restrictions adhered to so celebration mile implementation was limited.</p>		<p>Improvement in physical and mental stamina of some students who regularly participate in the DM.</p>	<p>More detailed focus on the resilience required to complete the DM without stopping and how this resilience can be utilised in all aspects of their schooling. On return from C19 there is an evident decrease in fitness levels and desire to be successful which is being challenged daily.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 22%
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:
Maintain the high profile and high expectations that sport has within the academy and the skills developed impacting positively on whole school improvement.	Continue to promote the wide range of activities available at the academy via social media, school sports newsletter, promotional rewards (sports bottles), PE postcards as recognition of effort in any sports activity to take home.	£1500	Increase in numbers of students at extra-curricular activities, wider range of students entering school competitions	Continued progress in increasing the profile and importance of sport at MA. Most students actively engaged in broad range of activities. Continue to rotate activities offered.
Celebrate the progress MA has made to return to sports and physical activity providing opportunities for all students to be active.	Enter performances in virtual leagues so students can still have that competition element to activities.	£500	Pupils are actively involved in intra and inter virtual competitions. Tennis tournament and SEN cross country events completed with Covid secure measures.	Notice boards established, regular updates of success via FB, App and Newsletters ongoing maintenance.
Participation in Evoque Sports Hall Athletics individual competition.	Submit an entry to the STSSN 'Road to Recovery Active Mark' in recognition of determined effort to provide high quality PE and school sport competition despite the challenges of C19.	£2000	Students have the opportunity to perform as an individual. Badges awarded to students who achieve improver – gold	Gold Award from STSSN as recognition for the restart of high quality PE and school sport. Restarted extra-curricular activities.
	All students to complete 5 challenges within the sports hall			Assembly to reward all students not possible due to C19. Individual rewards distributed and photos taken

	<p>athletics to assess their performance against national standards. Students to be rewarded at their individual performance level.</p> <p>Sports captains deliver reviews of events and performances in assembly time, inspiring other students to want to participate and recognising the ongoing improvements in competition performances across the school.</p>		<p>performance scores. All students at MA to receive a certificate detailing their achievements.</p> <p>Time needed to embed this more successfully. Structure and content expectation to be more detailed to give students more confidence in the delivery of this. No assemblies at present.</p> <p>Positive impact of attendance of all SLT at events and inclusion of all staff to reinforce the importance of Sport across the whole school.</p> <p>All staff contribute to data collection within PE lesson time.</p>	<p>for social media. Whole school assembly delayed due to C19.</p> <p>Ongoing development of frameworks and profiles to inspire other students.</p> <p>Covid Restricted at present. Will be implemented as soon as competitions are live again.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				17%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Complete SWAT analysis from staff. Utilise this to deliver CPD to address any short falls in knowledge.</p> <p>Design a broad and balanced curriculum based on strengths of staff to ensure students receive 2hrs high quality PE every week.</p>	<p>Opportunity for staff to observe teaching; increasing confidence in activity to be delivered to others.</p> <p>Team teaching to be available to any staff requiring further knowledge.</p> <p>Deliver CPD addressing areas of weakness.</p> <p>Students to be taught in their differentiated groups to ensure stretch and challenge is offered to high achievers and fundamental skills enhanced for lower ability students.</p>	<p>£1000</p>	<p>Teacher observed teaching specialist to improve understanding of content, structure and physical activity levels within a lesson. Team teaching also delivered with non-specialist staff.</p> <p>Students working in their designated groups and increased performance levels observed.</p>	<p>Team teaching opportunities available to assist staff in delivery of new areas of curriculum. Ongoing support available from specialist provider to ensure activities are high quality and current in there practice.</p> <p>Differentiated groups established, y3 pupils will be split in the winter term.</p>
<p>Team teaching opportunities with specialist practitioners</p>	<p>External coach to support the delivery of targeted sports as an opportunity for students to qualify for regional competitions (rugby &amp; cricket) and at introduction level for y3.</p>	<p>£2000</p>	<p>Selected number of training sessions delivered by external providers. Students benefitted from the specialist input. Teacher’s knowledge gaps decreased and confidence improved.</p>	<p>Rugby, cricket and climbing specialist training accessed by pupils Y5 students accessed Parkour training at TUF.</p>

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

Percentage of total allocation:  
17%

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>excellence and the variety of options now available for students.</p> <p>Invite external providers in on Sportsmanship Day and all students to attend ½ day physical activity at The Urban Factory – again accessing physical activities not available at school.</p>		<p>All students had the opportunity to participate in basketball, tennis, football, parkour, athletics, cricket, dodgeball, capture the flag and scatterball during the week.</p>	<p>What other sports are available for students to experience? Golf, climbing, trampolining – options to be explored.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
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:
Target of 80% of students (year1), 90% (year 2) and 95% of (year3 – current) to represent MA at competitive sports events	<p>Entry into Schools Games Partnership to access entry into inter school sport competitions.</p> <p>Further entries into additional competitions locally and further afield.</p> <p>Purchase metro passes to ensure all students can travel to events whilst keeping costs to a minimum.</p>	£2950	All virtual competitions available were entered. Selected MA students utilised to make the specialist demo videos for all schools to follow – thus raising the profile of MA in the borough and the importance PE plays in the daily life of the school.	Entry in to all available competitions and festival events to ensure maximum opportunity for all students.
Increase provision of extra-curricular activities available for all students	Girls and boys sports clubs delivered weekly by specialist provider ensuring students have additional time to develop their physical skills and enhance their social and sportsmanship skills as all clubs are open to students all ages. (limited due to C bubble restrictions)		Sports clubs delivered in bubbles on a rotational basis so all students could access extra-curricular activities in a Covid secure way.	Change in clubs to deliver year group activities to maintain C19 safe protocols.

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University