

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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SPORT
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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

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 for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement.

The DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Schools are required to [publish details](#) of how they spend this funding, and the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**



Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£17,609
How much did you carry over from this total fund into 2021/22?	£15842
Total amount allocated for 2021/22	£17510
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,224 (£15,128 carry forward for 22/23)

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. Due to the exceptional circumstances of Covid, priority was 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. No swimming lessons took place during the academic year 2020-2021	Y4 pupils attend weekly swimming lessons. Those not able to achieve the KS2 standard continue to swim until they achieve this. In Y6, pupils swim weekly for a term to consolidate their skills and ensure proficiency at the standard required by the National Curriculum
The percentage of 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 2022. Please see note above.	Our current Year 6 cohort will swim in the Summer 1 Term and will therefore be assessed at the end of July 2022.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	When in Year 4 at the end of 2020, 83% of the current cohort (25/30 pupils) The current cohort will be reassessed in summer term 2022
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	As above
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?	To enhance the swimming of Y6 pupils £1922

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: £17,510	Date Updated: September 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:
				7651/ 17510 = 44%
Intent	Implementation		Impact	
What we want pupils to know What we want pupils to be able to do What we want pupils to learn and 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:
All pupils are active on a daily basis, including the use of recreational times such as break and lunch times All pupils take part in 2 hours of timetabled PE each week (with the ambition of 30 minutes a day) to further fitness and stamina Pupils understand the benefits of physical activity and are keen to take personal responsibility for improving their participation	Inactive KS2 children are identified and encouraged to take part in activities at playtime/lunchtime and afterschool clubs. 2 hours of timetabled P.E. lessons take part each week for each year group throughout the school. Use of specialist P.E. Instructors to offer a broader/diverse curriculum. With the additional benefit of playtime/lunchtime, afterschool clubs and forest schools. Pupils and families are encouraged and actively participate in Walk to School Week (termly), Healthy Living Week (Yearly), Cycling (Year 6) and within weekly P.E. lessons encouraged to record and track their own progress and targets.	Apprentice- £3,821 Minus - £1500 Apprentice grant Funball £5330	<i>More children are taking part in extra-curricular activities. Pupil survey to be completed at the end of 2022.</i> <i>KS2 children can now maintain longer levels of stamina and fitness.</i> <i>Pupils tracking their own progress has allowed them to actively been engaged, see improvements and encourages them achieve.</i>	Continue to maintain links to ensure planning cycle year on year and reviewed for impact Use of the local community to encourage exercise e.g. walking to local park, river and using climbing equipment within the park. All classes have timetabled additional activities throughout the week (play time and lunch time activity rota) Provide a wider range of afterschool and extra-curricular clubs.

Key indicator 2: The profile of PE and School Sport Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
What we want pupils to know What we want pupils to be able to do What we want pupils to learn and 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 achieve the School Games Mark annually, proving that the profile of PE is being raised and all pupils have access to quality provision	Complete the School Games Mark-work with allocated consultant (WNDSSP) undertake review and implement actions		<i>Quality Mark reinforces the profile and acknowledges the commitment our school has towards physical education.</i>	Continue to use social media as a platform to promote our schools achievements and our weekly lessons.
To ensure children and families understand how much we value health and activity	PE and sports achievements shared to the school Facebook account		<i>Social Media allows both children and families to celebrate our schools achievements as well as seeing what our children take part in.</i>	To ensure allocated sport staff (apprentice) are able to continue promoting sports and encouraging pupils to be active during break and lunchtimes throughout the week
To use Social Media more to promote our schools Physical Education	Website contains information about WNDSSP and sporting events		<i>Parents comment on Facebook about how successful pupils at St Mary's are in competitions etc</i>	Continue to work towards School Games Mark
	Send a regular newsletter that details the events and activities the children have taken part in		<i>School celebrations allows all children to talk about and share their achievements.</i>	School sports lead to meet with WNDSSP lead to assess progress
	PE/ sport events to be celebrated at weekly celebration assembly			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	
What we want pupils to know What we want pupils to be able to do What we want pupils to learn and 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>All staff are confident in the teaching of sport and PE appropriate to the age/ stage / need of the pupils they teach</p> <p>For pupils to be able to access high quality sporting activity delivered by skilled staff who develop their skills with additional support and CPD</p> <p>Pupils to benefit from quality swimming lessons supported by a staff member qualified to support with swimming instruction</p>	<p>NPTECS HLTA leads at least 60% of PE lessons</p> <p>Regular CPD for PE led by NPTECS HLTA</p> <p>Specialist provision weekly for at least 4/7 of classes (Funball)</p> <p>Take advantage of all CPD opportunities provided through membership of WNDSSP</p> <p>Staff member to gain qualification to support swimming.</p>	<p>Cost not included, being carried by the school</p> <p>As included in section 1</p>	<p>Consistency of sessions delivered, progress and impact of pupils recorded</p> <p>Development of activities across the curriculum including the use of the outdoor classroom and Forest Schools</p> <p>Staff are updated and trained in the relevant/appropriate courses for the needs of the school and children</p>	<p>Rolling programme of CPD in PE so that class teachers develop skills and are able to teach all aspects of PE following school scheme</p> <p>Continue to buy in the support of WNDSSP to ensure a wide range of activities and events are attended by pupils across the school</p> <p>Specialist sports coaching/ football provided each week</p> <p>Rolling programme of staff to take the qualification to ensure we have at least one member able to accompany swimmers and support</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 2850/17510 = 16%
Intent	Implementation		Impact	
What we want pupils to know What we want pupils to be able to do What we want pupils to learn and 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:
Pupils access a wide range of activities both within and outside the curriculum to broaden their experiences.	Membership of WNDSSP Take part in all WNDSSP events Extend and enhance Forest Schools provision- CZH to lead Use of the wider community offering alternative avenues to physical education	£2850 Sept 22 to Sept 23	Through attendance at different events, pupils experience a range of sports and build confidence Pupils are able to actively engage with the outside environment and enjoy Forest schools activities and being in the outdoors Less engaged children can access physical education	Continue to buy in to WNDSSP Consider training further members of staff in Forest Schools to ensure sustainability for 22/23 onwards Continue to work with, use the wider community to offer alternatives.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 2000/17510 = 11%
Intent	Implementation		Impact	
What we want pupils to know What we want pupils to be able to do What we want pupils to learn and 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:
All pupils across the school have the opportunity to take part in an inter-school competition or represent the school in an extra-curricular event	Encourage pupils to take part in after school clubs and activities All pupils take part in at least one WNDSSP event each year. Inter-school competitions with cluster/ local schools arranged	Staff cover for out of school events and travel costs £2000	Through attendance at events, pupils experience a number of sports/ participate in competitions building an interest in activities they might consider pursuing outside of school Events between local schools are arranged to promote competition	Continual engagement in WNDSSP activities Build links with local schools and arrange interschool activities to happen termly- football/ rounders/ netball

Key indicator 6: Increased resilience, improved mental health and well-being				Percentage of total allocation:
				3411/ 17510 = 19%
Intent	Implementation		Impact	
What we want pupils to know What we want pupils to be able to do What we want pupils to learn and 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:
Pupils are able to express their feelings and can discuss what makes them happy and their anxieties/ fears	Optional nurture sessions at play/ lunch times to talk rather than be in a crowd	ELSA training TBA	Pupils are able to express themselves and can share their worries, support each other and empathise with others	This will be embedded as normal practice within the school community
Pupils are confident to talk to an adult when feeling unsure or anxious	Staff are always available to pupils for time to talk		Pupils can verbalise their emotions and explain how they deal with issues to support themselves	Pupils will know how to remove themselves from situations they struggle to deal with
Pupils enjoy being outside and benefit from outdoor activities	Benjamin Foundation for identified vulnerable pupils	£3411		
Pupils are aware of their own well-being and how to ensure they look after themselves, build resilience and how to cope with challenge/ failure	In class PSHE sessions to discuss resilience, challenge/ failure and how to deal with situations that make them feel anxious etc	Mindfulness activities such as colouring	Pupils are able to find appropriate activities to ensure they remove themselves from situations where they are uncomfortable and anxious	Staff are supportive and nurturing in their practice and this is an expectation for all

Signed off by	
Head Teacher:	Jessica Balado
Date:	
Subject Leader:	Nicola Utting
Date:	
Governor:	Linda Talbot
Date:	