

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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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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17760
How much (if any) do you intend to carry over from this total fund into 2021/22	£0
Total amount allocated for 2021/22	£ 17760
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17760

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>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</p>	Not relevant to Infants schools.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<p>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?</p>	Yes/No N/A

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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: 2020/21	Total fund allocated:	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: 20%
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 are linked to your intentions:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children increase regular physical activity	Leader to introduce and drive Health High 5 Daily Mile across school. Purchased sport equipment Lunchtime Sport Club (1 Hour) Brought in Sports Coach	All classes are engaged in the daily mile. Children take responsibility for recording the Daily Mile. Evidence of greater stamina, and significant evidence of greater enjoyment. Enables range of sports and activities to be taught Lessons not cancelled/adjusted due to poor quality or quantity of equipment. All children will have the opportunity to take part in lunch time competitions. Aids towards increasing pupil participation in competitive sport The less active children are engaged in activities that they enjoy and are being encouraged to be physically active Identified groups of	Work to achieving the Healthy High 5 Gold award. Continue regular checks of the PE cupboard will keep resources sustainable for the foreseeable future Re-iterate need for staff to inform me of broken/damaged Equipment Children are signed up to complete The London Marathon Children's challenge (2.6 miles) over one week, in October. Lunch time activities sustainable for another year. Increase participation for less engaged groups and most vulnerable children.

		children are being provided for Provides a broad experience of a range of sports and activities Increases pupil motivation	Autumn 1 2022 – Introduce Bike Club to Year 1 and 2 to teach bike skills so that children can ride safely to school. (Purchase balance bikes and pedalled bikes)
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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: 35%
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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 are linked to your intentions:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children to be empowered to take on leadership roles. Encourage active travel to and from school.	Teacher leading on children take responsibility for monitoring Heathy High 5 participation using logs. Participation in Scooter sustainability training; purchase of scooter parking dock. Reward to children scooting or biking in Golden Book.(Golden Lock Award) Purchase of Cycle and Scooter Shelter	Children have developed more responsibility and pride in leading and monitoring activities of their peers. Children’s increasing awareness of a healthy lifestyle has resulted in a greater number of children travelling to and from school by bike or scooter.	Continue and extend to achieve Gold award. Develop competition (see KI 5) Continue with clubs. Clubs extended to Year R. Children to receive training in how to use a bike/scooter safely.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 10%
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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 are linked to your intentions:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

To improve Leadership and direction of PE and sport across school.	PE Lead appointed and developed through training. Support and training for class teachers in how to develop a wider range of activities for children to complete as part of the daily mile.	Improved leadership, assessment and Training for staff. Variety of activities has increased children's motivation to participate and improve in daily mile.	Continued training to increase number of activities staff can offer as part of daily mile provision. Greater engagement by staff providing good role models for children. Increase active moments to increase staff-well-being.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
25%

Intent	Implementation	Impact	
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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 are linked to your intentions:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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To increase the breadth of Maytree children's experiences of sports and sport activities.	Wide range of after school clubs offered, including dance, gymnastics, football and games. Sport Coaches Organise and run a variety of events within the school	Children have performed in assemblies to show skills. Children are now more confident at working on apparatus such as wall bars and bounce boards. Skill levels have improved in balance, agility and co-ordination. Children show a greater awareness of a range of sports. Through dance children have experienced a variety of The Pandemic has impacted our ability to participate as school events this year. Intra-class competitions have added a competitive dynamic to PE lessons, such as ball bounces and target games.	Continue and extend opportunities. Ensure that children are able to participate in inter/class school events
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			20%
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 are linked to your intentions:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To develop a healthy attitude to competition, to increase opportunity for safe competition.	All year groups will have a themed 'Commonwealth Sports Day' to coincide with the Commonwealth games. The children will compete in a range of competitive activities allowing for individual and group competition opportunities.	Children responded positively to the challenges of competition. They developed the skills needed to be a winner and a loser. They are now also developing a sense of improving their own skills rather than judging themselves against their peers. The children now have a better understanding of how practising a skill can lead to improvement.	Continue and extend opportunities for competition at an intra and inter school level. Hold challenges that are based on skill improvement. Inform parents about local sports clubs that are available.

Signed off by	
Head Teacher:	J.Goatley
Date:	21.7.22
Subject Leader:	S.Whatley
Date:	21.7.22
Governor:	
Date:	