

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
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TRUST



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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council

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| Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land. | |
| 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 2023. | 76% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 71% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 81% |
| 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. |

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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.

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| Academic Year: 2022/23 | | Total fund allocated: ££17,390 | | Date Updated: 09/07/23 | |
| 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: 88% |
| 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?: |
| We want to raise physical activity levels of the children in our school. | | Employment of school sports coach for 38 weeks to support delivery of PE lessons and active lunchtimes. | | £10725 | Active lunchtimes supported for KS2 (ball games) Support for children finding regulation in sport difficult and resulted in fewer incidents. Increased understanding of rules. |
| 2 hours PE per week + Active 15 daily + + active lunchtimes and playtimes. | | Additional lunchtime supervisor deliver structured games/skills 7.5 hours a week x 38 weeks | | £3690 | All pupils access sports coach led PE – with teacher in also this enables a pupil to teacher ratio which allows more focused support in lessons. Supports upskilling of teachers in key areas (e.g. football, rugby and tennis) |
| | | Continued use of Active 15. | | £0 | Structured games led for KS1 as result of additional lunchtime play supervisor. Resulted in higher activity and fewer behaviour issues. Children accessing a range of active 15 activities (daily mile, |
| | | | | | Sports coach to continue to be used to increase ratios, deliver to smaller groups and upskill staff. Active lunchtimes to focus on KS2 lunches and structured play. Mini leaders take increased role in monitoring and supervising. Equipment will continue to need regularly updating and replacing. |
| | | | | | Total spend = £15320 |
| | | | | | Sustainability and suggested next steps: |

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| | | | yoga, dance, relay games etc) This has supported academic focus pm and provided a brain break. | |
| | Playground equipment for KS1 + KS2 | £120 | Increased use of active games on the yards – skipping, ball games, hula hoops etc. | Following equipment linked to attendance reward (apx £200 per year) |
| | Fixture/upkeep of outdoor equipment | £785 | Children continue to enjoy equipment. 100% of F2 children attain EYFS expected in gross motor skills. | |

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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: 5% |
| Intent | Implementation | | Impact | Total spend = £849 |
| 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: |
| Raise the profile of PESSYP with our children and families. | <p>Sports week – we will host a full week to celebrate PE and Sport within our school. Parents will be offered the opportunity to join in, further raising the profile with our families. At the end of the year, we will celebrate achievements throughout the year with certificates and stickers for Sports days.</p> <p>New sport taught to all pupils (Tchoukball)</p> <p>We will open the school as a venue for a sports camp over the school holidays to encourage our families to take up a place on it.</p> <p>PE Lead will use coordinator time to link SIP priorities to PE action plan,</p> | <p>£150</p> <p>£125</p> <p>JMAT sports staff time</p> <p>£390.50</p> | <p>All children engaged and celebrated. Parents attended to support raising profile. Children exposed to a wide range of sports and physical activities including football, rugby, rounders and orienteering. Children engaged with inflatables.</p> <p>Children feedback very positive.</p> <p>Co-ordinator time – sports week activities booked, progression</p> | <p>Sports week to be repeated next year.</p> <p>Wider range of activities on offer.</p> <p>Co-ordinator cover time 6x sessions.</p> <p>Progression maps adapted to be line with whole school format</p> |

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| <p>Ensure that the PE curriculum links with the school priorities.</p> <p>Clubs for F2 to focus on gross motor.</p> | <p>plan sports week, audit equipment, write progression maps and long term plans, collect staff voice etc.</p> <p>F2 gymnastics club (6 weeks in total)</p> | <p>£183.50</p> | <p>maps in place to ensure build of skills, equipment gaps filled as a result of audit.</p> <p>F2 gymnastics and multi-sports were full and staff were able to target specific children for core strength support. 100% achieved PD in F2.</p> | <p>including for mixed curriculum.</p> <p>Wider range of clubs for F2 with a sports focus.</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 7% |
| Intent | Implementation | | Impact | Total spend = 1141 |
| 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: |
| We intend to improve the confidence of our staff in their delivery of PE lessons so that the children can have access to high quality lessons in all areas of the PE curriculum. | Employment of school sports coach to work alongside class teachers to team teach PE lessons. 1x LSA deployed additionally in Y1 to decrease group sizes when teaching Y1 PE. 39 weeks, 2 sessions per week. | <i>Covered in cost above</i> £1141 | Teaching staff show confidence in teaching PE. Y1 engagement in PE has improved. | Upskilling cover supervisors. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | |
| Intent | Implementation | | Impact | Total spend = Factored above |
| 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: |

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| <p>To develop the outdoor opportunities offered to all pupils in school, utilising the school grounds and garden area.</p> | <p>Outdoor equipment monitored and fixed.</p> | <p>Cost factored above.</p> | <p>Outdoor equipment on Adventure playground used with KS1 each lunchtime.</p> | <p>Wider range of community events attended from the start of the year.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| Experience of competition and leadership in PE lessons for all KS2 children regardless of their abilities. | Sports Education model continued in KS2. | £0 – planned and delivered by PE lead. | Pupils have been very motivated by this model and can talk about it. Celebration assembly and school reports have reflected impact for individuals relating to the different roles they have played. | Sports Education model to continue – children to be able to talk more confidently about the role. |
| | | | Total budgeted spend | £17,668 |

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| | | | Total spend | £17,31 |
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| Signed off by | |
| Head Teacher: | S. Littlewood |
| Date: | 09.07.23 |
| Subject Leader: | Rebecca Crapper |
| Date: | 09.07.23 |
| Governor: | F Radford |
| Date: | 09.07.23 |