

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 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	£10,140
Total amount allocated for 2020/21	£18,796
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,699
Total amount allocated for 2021/22	£18,709
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29,408

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>	<p>*Due to Covid-19, year 5 curriculum swimming could not place last year. Collating data on current year 6 to provide top ups sessions for non-swimmers.</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>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.</p> <p>Please see note above</p>	77.5%
<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>	65%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	26%
<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>	No

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:		Date Updated: November 2021 Review date: July 2022	
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: 55.7%
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:
Increase the number of children actively travelling to school and engaged in active play throughout the school day.	Research and invest in some durable bike/scooter storage.	£5,681	Child survey to be conducted to ascertain how many children do not have their own bike and how many of these would use one if provided. Once storage installed the PE coordinator will monitor the use.	Investing in safe and secure storage for bikes/scooters will encourage more children to actively travel. Encouraging positive habits during childhood should hopefully encourage life-long participants. Plans in place 2022/2023 with potential input from the PTFA	
Increase the number of children actively travelling to school and engaged in active play throughout the school day.	Invest in some school bikes and helmets to offer these to children who do not have their own.	£4,000	PE Coordinator to conduct surveys to ascertain who would require a school bike. The Activity Tracker will help to monitor participation in active travel as well as clubs and lunchtime activity.	Being able to offer some children a bike to loan will negate this as a barrier to participation and ensure that they can participate. Plans in place 2022/2023 with potential input from the PTFA	

All children able to swim a minimum of 25m before the end of year 6.	Book top ups lessons for children who do not meet the minimum requirement during their curriculum swim.	£700	We will use the assessment data provided by the Life Centre to identify any children needing top ups.	Providing top up sessions will allow every child the time they require to develop this essential life skill. Plans in place 2022/2023.
Increase activity levels during break and lunch times	Invest in fixed basketball nets. 4 x fixed basketball nets were installed on the KS2 playground.	£2000 £4978.44	PE Coordinator to monitor activity levels before installation and after.	Providing children with exciting activities outside will encourage more active play. These have greatly increased activity levels at break and lunch times. An after school basketball club has now been set up which is very popular as a result of buying these basketball posts. 14 children attend the after school basketball club.
Increase activity levels during break and lunch times	Invest in playground markings for KS1 and KS2	£4000 £6332.25	Use the Sports Council to advise on the type of markings they would like. PE Coordinator to monitor activity levels before installation and after.	Providing children with exciting activities outside will encourage more active play. These have greatly increased activity levels at break and lunch times. An after school basketball club has now been set up which is very popular as a result of buying basketball lines on the KS2 playground. 14 children attend the after school basketball club.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 11.2%
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:
All children provided with as many opportunities as possible to develop their skills.	Update and replenish resources for PE lessons.	£3000 £201.60	Staff surveys to be conducted early in the school year to ascertain the requirement of any necessary resources to facilitate high quality PE. Assessment in PE to take place at the end of every term. <i>After reviewing our equipment and resources, we did not need to purchase as much as first thought this year as PE lessons are well resourced. Will review this again next year.</i>	Investment in high quality resources will ensure that children have as many opportunities as possible to develop their skills. Providing alternative equipment for a range of activities will encourage wider engagement.
Encourage children to take part in sports leadership. Increase activity levels during lunch times.	Purchase high quality t-shirts as reward and recognition for the sports leaders.	£300 £300	Use student voice to gauge impressions of children regarding the sports leadership program. PE coordinator to monitor participation in the leadership program.	Raising the profile of the sports leader program will encourage more children to be involved and develop leadership skills. Having visible leaders will ensure that they can positively impact activity levels of other children during lunchtimes. <i>These have greatly increased the profile of Sports Leaders. Sports Leaders have made a positive impact to activity levels during lunchtimes.</i>

Encourage all children in the school to participate in the daily mile to in total run a half marathon.	Purchase half marathon t-shirts and medals to promote the Mary Dean's Half Marathon.	£722.29	147 children signed up to the Mary Dean's Half Marathon and trained at school. Therefore, 147 children got fitter and were engaged in more physical activity every week.	This was very successful. The children enjoyed being active every day and becoming fitter. We will do this again next year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15.9%
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:
Positively impact teaching and learning in PE.	Employ the PSSP to provide bespoke CPD for all teachers.	£4,000 £4500	All staff to complete feedback forms following any CPD. Confidence levels to be monitored through this feedback and further training arranged where necessary.	Continued affiliation with the PSSP will ensure that we can access on-going support for staff. Investment in staff is a priority as they are our most sustainable and effective resource. CPD provided by PSSP staff has improved teachers across the school's confidence when teaching PE. 6 teachers received support. 100% reported an increase in confidence levels.
Positively impact teaching and learning in PE.	Annual subscription to iMoves to provide staff with high quality dance and gymnastics plans and resources.	£697 £697	Staff survey to be completed in Term 5 to ascertain the usefulness of the resources. PE assessment data to be collated following dance and gymnastics units.	Providing teachers with high quality plans will increase confidence and positively impact teaching and learning in PE. Foundation – year 6 teachers have all been using these high quality plans to increase their confidence and improve the quality of their teaching of PE lessons in dance and gymnastics this academic year.

<p>Improve the teaching of orienteering in all year groups throughout the school. Providing a teaching resource which has progressive steps for orienteering.</p>	<p>Invest in Cross Curricular orienteering whole school planning and the installation of permanent orienteering signs for Key Stage 1 and Key Stage 2. INSET after school for all teaching staff as CPD for using the teaching resource</p>	<p>£2868</p>	<p>Children in all year groups are experiencing higher quality PE lessons for orienteering.</p>	<p>This teaching resource has increased the quality of teaching and learning of orienteering throughout the school.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15.4%
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:
Increase activity levels and participation.	Book 'Circus into Schools' to provide children with alternative active experiences. We booked 'Wheelchair basketball' to provide an alternative active experience during Sports Week for the whole of KS2 to enjoy.	£530 £120	Child surveys to be conducted after the event to gauge impact. PE Coordinator to track participation through the Activity Tracker. The children loved their session and many have joined basketball club following the session.	Providing alternative activities will encourage more children to participate and develop new interests. Providing positive experiences in PE and school sport will encourage life-long participants. Book them to come in next year for Sports Week to continue engagement.
Increase engagement in extra-curricular activity.	Employ Argyle to deliver some after school clubs.	£4000 £6270	Club registers to be maintained. PE Coordinator to use activity tracker to monitor participation. Argyle provide 5 after school clubs each week (every day after school). Approximately 20 children + attend each sports club provided by Argyle each day after school.	Employing specialist coaches will ensure that we can offer a diverse range of clubs to engage more children. Providing a positive experience in PESSPA will encourage life-long participants.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.7%
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:
Increased participation in competitive events and activities.	Employ the PSSP to run competitions/events and leadership training for children in all year groups.	*Cost in KI3	PSSP to send termly reports to monitor the number of events we engage with. PE Coordinator to monitor participation through the activity tracker.	Providing children with positive experiences in PE and school sport will encourage life-long participants.
Increased participation in competitive events and activities.	Book transport and cover release costs for staff to attend events.	£500 £388.20	PSSP to send termly reports to monitor the number of events we engage with. PE Coordinator to monitor participation through the activity tracker.	By providing transport, we negate this as a barrier to participation. Releasing staff from class will help us to get as many children to as many events as possible. Children in all classes have experienced sporting competitions across Plymouth in a variety of sports (athletics, hockey, disc golf, cross country, cricket etc) as a result of this transport. 96 children took part in these competitions.

Increased participation in competitive events and activities.	Purchase sports kit for school competitions.	£579.72	Children from all year groups were able to participate in competitive sports against other Plymouth schools. Children felt proud to represent their school.	These kits have been washed and returned to school so that they can be reused for years to come.
Increased participation in competitive events and activities.	Purchase Sports Day badges.	£49.90	Children from all year groups across the school took part in competitive events where they had the chance to win a badge.	This was successful. The children loved the badges. We will buy them again next academic year to encourage competitive attitudes towards sport.
Increased participation in competitive events and activities.	Pay entry fee for two teams to participate in a hockey festival at Marjons run by Ash Hough.	£35	Children in years 3, 4, 5 and 6 participated in competitive games of hockey with other Plymouth schools.	This was successful. The children enjoyed the day and were keen to join hockey clubs and continue to participate in the sport.

Signed off by	
Head Teacher:	<i>DLWilson</i>
Date:	July 2022
Subject Leader:	<i>K.G-Baker</i>
Date:	July 2022
Governor:	<i>M Forster</i> DR M Forster chair of governors
Date:	July 2022