





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.

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

Supported by: SPORT ENGLAND LOTTERY FUNDED · UK COACHING · UK active



Details with regard to funding
Please complete the table below.

Total amount carried over from 2019/20	£1,303.20 Spent on barriers and equipment to facilitate competitive elements of sport within school, adhering to safe guidelines re. coronavirus (COVID-19).
Total amount allocated for 2020/21	£18,100.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,352.03 (18,100.00 + 1,303.20 – £18,051.17) To be spent on top up swimming for Year 6s who missed swimming last year. To be spent on transport allowing more children to participate in competitions as they missed out this year. To follow-up on new activities tried this year such as fitness circuits and orienteering, and resource as necessary as well as providing opportunities for a larger number of children to experience new sports such as fencing.
Total amount allocated for 2021/22	£18,100.00 (+1,352.03)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,235.00

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue evenif they do not fully meet the first two requirements of the NC programme of study	This cohort swam in Year 3 but their swimming was disrupted in the spring term of Year 5. They were unable to swim for the rest of that year or in Year 6.
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 2020. Please see note above	92%
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	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unknown, as this would have been taught and assessed in the blocks which this cohort missed as a result of coronavirus (COVID-19).
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?	Not this year, although some of these children have benefitted from extra swimming in the past to improve their ability in the water. This year we had a larger % of children being able to swim 25m at the end of Year 6 as a result.

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:£18,100.00**		**Date Updated: July 2021**	
Key indicator 1: The engagement of all 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: 5.5% (£991.46)
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:
Involve more children in extra-curricular sports clubs by offering a wider range at no cost to the children or families.	Additional members of teaching and non-teaching staff to organise and run free clubs before school and at lunchtimes	£51.00	As a result of coronavirus (COVID-19), clubs were only able to run for one year group at a time. This made them not economically viable for many outside providers. Change for Life, tennis, hockey, netball, fitness and children's yoga were all free and run by staff or our PE/Sport LSA. All of these clubs had a good % of attendance. A larger number of children are experiencing a wider range of sport through clubs.	Continue to involve the PE/Sport LSA in leading/facilitating activities at lunchtimes and playtimes. Continue to provide high quality extra-curricular clubs that are free to attend. Encourage more staff to get involved in providing clubs.
To improve the stamina, perseverance and fitness of all children throughout the school.	John Stow to work with each class throughout the school, to teach them how to pace themselves, improve style and keep going.	£300.00	Through observation and pupil voice it was noted that, post-lockdown, children's general fitness and resilience had declined. John came in at the	Continue to work with John Stow and build upon skills learned through Daily Mile.

			beginning and end of the summer term to work with each class. Sports Day, in the last week of the summer term, showed a dramatic increase in children's fitness, perseverance, determination and resilience throughout the school.	
To ensure that all children are able to have a suitable length playtime in a safe, controlled manner.	In order to allow each class to have playtime within their own bubble, effectively using the limited space of the playground, we purchased flexible barriers so that the space could be divided to still allow children to run around and yet maintain safe social distancing.	£460.46	Playtimes were all calm and mainly harmonious. Children remained distanced from other classes. As a result of a smaller area, many children were actually more active at playtime than usual.	Review the playtime arrangements in the new academic year. Use the barriers for future events and to allow multi use of areas such as the field.
To allow a larger number of children to participate in a sport at any given time.	Following observations and discussions with staff, additional tennis nets and balls were purchased, along with the caretaker marking up the playground to allow the largest possible number of children to be playing tennis at one time.	£70.00 (net) £110.00 (balls)	During tennis club (offered free by a member of staff) a greater number of children were able to join. During lesson time, it was possible for each child to have more practice time. A return observation showed a great improvement in the children's skills in this area.	PE/Sport LSA to continue to monitor, check and renew resources as necessary and respond to staff requests for resources.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 66.2% (£11,988.79)
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:
Promote PE throughout the school in as many ways as possible so that the children see it as positive, accessible, fun and part of everyday life.	Employ a Sport/PE LSA for 22 hours a week covering most playtimes, four lunchtimes and some after school times.	£11,988.79	PE is visible around the school in displays, awards and activities. Mrs Brett (PE/Sport LSA) has been very creative in using videos, display boards, timetabling and the house system to ensure that all staff and children were aware of all the PE happening around the school.	Continue to alter, change the programme of activities/games to be exciting and relevant. DEFERED FROM LAST YEAR BECAUSE OF COVID: Consider training MSAs so that several activity stations could be set up, therefore giving opportunities for a larger number of children to access the activities at lunchtimes. Reinstate Buddies if bubbles are able to mix again.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.3% (£2,596.98)
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:
Staff confident to deliver a full range of PE and develop children's skills.	Subscribe to YST and ensure that all teachers know how to access it.	£210.00	Teachers confident in delivering PE which will lead to pupils more confident in sport. Through discussion with staff, more of them have increased confidence in delivering PE.	Spend time exploring the website with our PE/Sport LSA and download and share any valuable resources/research with staff. YST is paid up until 31.8.22
To ensure that the PE coordinator	PE coordinator accompanied Year	£400.00	PE coordinator confident in range	Email sent out to parents

was confident with the implementation and opportunities offered to the children through our Outdoor and Adventurous provision which had to move to a new centre.	6 to West Runton Kingswood in North Norfolk, having done a pre visit and designed an activity programme in conjunction with the centre staff.		of activities offered and attitude of children towards them.	following Kingswood to signpost them to groups, centres locally where children can follow up on experiences they have enjoyed during the week. To work with the PE/Sport LSA to build some of the problem solving skills into our school orienteering course.
To equip staff with a comprehensive, robust, progressive planning and assessment scheme for use throughout the school.	Buy Complete PE after having completed two webinars and training sessions, liaised with staff and agreed in essence how it will be used.	£1,935.00	Staff received log ins in last week of term. All 'Curriculum for Learning' sheets linked into relevant areas of 'Complete PE' ready for use in September 2021.	Training session booked for Wednesday 8th September for staff. Each year £150 to be paid to keep 'live'. Options for add-ons – we will monitor the necessity of these as staff.
To ensure staff are confident in delivering PE safely in all situations.	Purchase the most recent copy of 'Safe Practice in PE'.	£51.98	Following 2 enquiries from parents, staff were able to refer to this book to reassure parents that PE was being delivered in line with current good practice.	Ensure all staff know where the book is and replace when it is next reprinted to ensure that we have the most up to date guidance and advice.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	3.9%(£698.87)

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:

Additional achievements: To allow a range of sports to be taught effectively and safely.	New equipment for badminton, handball, football and athletics	£698.87	Following coaching from Stansted Handball, handballs were bought to allow children to practise the skills learnt in this new sport. Badminton was a new sport introduced through a free club run by a member of staff. More equipment allowed more children to participate.	As new sports are introduced through coaching and club visits, monitor their success and interest amongst the children and equip as necessary. Fencing has been successful as a coaching opportunity. Two children have joined a local sabre club as a result and we are hoping to run an after school sabre club as interest in the sport was high.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 9.8% (£1,775.07)
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:
For as many children as possible to be able to take part in competitive sport	Enter BSP Level 2 competitions – aim to enter as many as possible including one with a C team. Entry into Level 2 competitions and Sports Festivals through BSP	£810.00 Platinum level: £670.00	As a result of coronavirus (COVID-19), we have not been able to travel to competitions. We have entered a few virtual competitions and organised our own against Reedings Junior School. BSP have supported us in this and suggested activities which children could do at home through lock down.	We are looking forward to being able to go to competitions again and offering children this opportunity.
To allow children throughout the school the opportunity to compete in a sporting event within Mandeville	We focussed on our house system. We gave a lot of responsibility to our house captains (within the constraints of not being able to mix bubbles) and they recorded inspirational messages, chants and encouragements which we played to the houses. We set up an orienteering course in which houses across the school competed and the results were displayed centrally. We equipped each class with timers and pedometers to allow them to compete as houses across the school. Progress of each house was displayed centrally and emailed out to teachers to share within their class.	£295.07	The Daily Mile has been done regularly and consistently. Results are recorded and sent to the PE/Sport LSA. Children have loved the competitive element and staff report children jogging or running continually to get as many steps as possible. Pupil voice recorded how much the children really enjoyed orienteering and the problem solving aspect of it as well.	Continue the use of pedometers in the Daily Mile and hopefully enjoy sharing house status in assemblies as well as on displays and e mails. Discuss with PE/Sport LSA how to incorporate orienteering into our school's long term plan to make it beneficial and manageable.

Signed off by	
Head Teacher:	Kara Hales
Date:	July 2021
Subject Leader:	Jane Barrett
Date:	July 2021
Governor:	David Evans
Date:	July 2021