

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	£789.41
Total amount allocated for 2020/21	£20,579.41
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,865.24
Total amount allocated for 2021/22	£19,820
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,685.24

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>	75%
<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>	75%
<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>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	89%
<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 – see below.

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: £23,685.24		Date Updated: 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: 34%
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?:
Children to have an increased understanding of the importance of health and fitness.		Continued investment in academic diaries. To be rolled out to Years 3-4 following successful pilot roll-out in Year 5-6 last academic year. This diary is their health and fitness diary. Following a PE lesson, physical activity or competition, children can write something which they have achieved / learnt in that session; something to keep fit and healthy; any future aims; their times, scores etc. To increase the opportunities for the outdoor gym usage. This is through training staff for use in PE lessons, use in after school club, used in an intra-school competition this academic year.		£307.40	Pupil voice and pupil interviews indicated students are more aware of the importance of health and fitness than baseline pupil voice survey. Students have more opportunities to use the outdoor gym: including after school club, and during PE lessons. Staff have increased confidence as a result of CPD.
					Sustainability and suggested next steps: To research into an app which promotes health and fitness, and mental health. To maintain this during the 2022/23 academic year.

<p>To improve the percentage of children that can swim 25m.</p>	<p>Summer booster sessions. To continue to roll out our swimming development programme to enable more children at our school to swim more regularly.</p>	<p>£968.68</p>	<p>Increased percentage who can meet the national curriculum requirements, with more children accessing over the year compared to previous years.</p>	<p>To contact other local venues to provide further opportunities, such as lifesaving etc.</p>
<p>To increase the physical activity levels of children at breaktimes and lunchtimes.</p>	<p>Investment in new adventure playground for Key Stage 2 only.</p> <p>To invest in Moki as a way of increasing physical activity levels and personal competition.</p>	<p>£5463.98</p> <p>£1430</p>	<p>To be confirmed – installation in Summer 2022.</p> <p>To be confirmed – rolling out in 2022/23 academic year.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 26%
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:
Physical Education has explicit links with the wider whole school improvement identified by the SIDP.	To encourage clear links within PE lessons with other subjects, such as vocabulary, science etc.		Children have more opportunities to write, linked with SIDP. Year 6 have piloted the use of scientific vocabulary in PE lessons, and assessment indicates a greater understanding of the impact and importance of PE and PA on the body and health.	To add to the long term curriculum map, next year, key vocabulary, including scientific vocabulary and therefore link to other subjects beyond English.
To organise an Outdoor Adventurous Activities for each year group in KS2, as part of a recovery curriculum for missed opportunities in 2020/21	To allow Years 3 & 4 to experience a new OAA residential. To subsidise a new Year 6 5-day residential at an OAA centre out of county.	£6100	Years 3 & 4 have each had a residential opportunity to Kingswood. Year 6 have had a week-long residential to an OAA venue. Feedback extremely positive with OAA and physical activity away from home. Feedback also indicates some families are participating in OAA activities, as their child was inspired from the trip. Year 5 have a day trip booked for next academic year to an OAA venue.	To rebook for next year. To alter the time of year of the residential to allow for a less expensive option whilst still enabling the experience for our KS2 children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
To ensure lessons are structured, differentiated and assessed by staff. To ensure children are receiving high quality lessons and feel appropriately challenged.	To provide a scheme of work which is progressive, sequenced and differentiated. To make staff aware of the wider opportunities from this resource in actively engaging children. To invest in INSET training for both teaching staff as well as support staff confidence levels in delivering outstanding striking and fielding games, and athletics, as per questionnaire. To monitor the subject through lesson observations, pupil voice surveys / staff surveys.	£528 £650 (from 2020/21)	Questionnaires indicate staff are confident in teaching structured and differentiated PE. Staff questionnaires indicate an increased confidence in these areas of PESSPA.	To ensure all staff are confident in supporting PE lessons. To establish a prior learning opportunity for students at the start of each lesson and half-termly sport/physical activity, in line with other subjects.
To develop the subject knowledge of the PE lead.	Invest in CPD for the annual PE conference. Invest in twilight training. To roll this out to the rest of the school.	£165	Subject lead more confident in the latest developments in Physical education.	To research health and wellbeing apps, as a result from the training, to roll out to entire school from 2022/23.

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 37%
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:
To increase the range of sports and physical activities delivered at Mulbarton primary. Children experience a broader range of sports and activities and are enthused to join in with different sports.	Following the successes of the Tokyo Olympic programme last year, to contact local clubs to run activity days, after-school clubs etc. either based off the sports tried last academic year. To provide new sporting opportunities through Premier Sports.	£1750	Increased PESSPA opportunities at Mulbarton Primary, including after school Quidditch. All students have had the opportunity to try new sports and physical activities, such as boxercise, boccia and lacrosse in enrichment days.	To invest in equipment from these activities, so children can play at breaktimes and lunchtimes. To continue to contact clubs to expand our club offer to lunchtimes too.
	To rejoin the SSP to promote new physical activities and sports for children at Mulbarton Primary to try.	£5189.10	Most children have participated in competition, tailored to their needs. All Year 5 & 6 children have had the opportunity to participate in bikeability training.	To apply for bikeability funding to ensure the sustainability of this training for future years. To participate in the school games and reach out to local schools / high schools to organise new events.
	To invest in new equipment so children can try new sports, in a safe way.	£1539.13	Children have the opportunity to use new equipment for their PE lessons and at breaktimes and lunchtimes.	To use a pupil voice survey to identify the physical activities and sports students enjoy, and to increase the opportunities

	To invest in new equipment purely for lunchtimes and breaktimes, for students to enjoy and increase their physical activity levels.	£243.95		for this at breaktimes and lunchtimes.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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:
Students to continue to participate in competition, in line with latest government guidance.	<p>To re-introduce inter-school competition through re-joining the SSP.</p> <p>To further develop the house captain role to become sports leaders in leading intra-school events for the whole school</p> <p>To further develop intra-school competition by running termly tournaments. All children to participate in this.</p>	£5139.13 (see KI 4)	<p>Most children have participated in inter-school competition, tailored to their needs.</p> <p>Increased opportunities for house captains to lead intra-school events, compared with previous years. All Year 6 prefects have also led teams in sports day this year.</p> <p>All children in school have participated in two intra-school competitive events. All children have participated in third, non-scoring event this year.</p>	<p>See KI 4</p> <p>To invest in training for house captains / prefects to lead breaktime and lunchtime activities. To encourage the prefects to create a pupil-designed and led competition for the rest of the school.</p>

Signed off by	
Head Teacher:	<i>B. Theobald</i>
Date:	22 July 2022
Subject Leader:	<i>M. Lawrence</i>
Date:	22 July 2022
Governor:	<i>K. Holland</i>
Date:	22 July 2022