

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 | £0 |
| Total amount allocated for 2020/21 | £19,050 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ |

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 even if they do not fully meet the first two requirements of the NC programme of study | |
| 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 2021. Please see note above | 80% |
| 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 | 70% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 80% |
| 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 |

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: July 22 | |
|---|--|-----------------------|--------------------|--|--|
| <p>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</p> | | | | | Percentage of total allocation: 11% |
| 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?: | |
| To ensure student are accessing 2 hours of PE and School Sport on the curriculum for all year groups. PE planning shared – to deliver High Quality PE lessons. | Children accessing high quality PE lessons. Expert delivery of sports. To raise the confidence and quality of PE teaching. To make sure the fundamental skills are being taught. TFG planning has been implemented across KS1 and KS2 | | See ref 3 | | Timetables show each year group have 2 hours of PE a week. 1 session inside for gym/dance and 1 session of games outside. A season of work was produced for all year groups to work from. Real PE planning in place for Nursery and Reception. Year 1-6 have a variety of sports skills and game play taught. Using TFG planning. |
| To increase the number of physically active Reception, KS1 and KS2 children at break/lunch times. | More equipment for children to use to keep more active. Timetables outside space for each year group every day designed by sports council. <ul style="list-style-type: none"> Playground leaders have their own jersey. Football nets Bibs Netball bibs Hoops Balls | | £330.06 £58.83 | | Sports coaches used at lunch time to encourage more activity for Year 3 and 4. Last year's Year 5 play leaders to train up next leaders as a rolling programme of leadership. |

Created by:



Supported by:



| | | | | |
|--|---|--------------------|--|--|
| | <ul style="list-style-type: none"> Hockey sticks <p>The daily mile encouraged.</p> | | | |
| To increase activity at playtimes | The use of the Jungle Gym trail to be used and maintained | £520.65 | Fixing the equipment has enable it be used by every child during the school day. A timetable in place for its use. | |
| Mandeville School Sports Partnership – Competitions/festivals for children in Year 1 – Year 6 | Continue to be part of this partnership. Providing children with ongoing opportunities to take part in new sports and activities. | £875.00 | Due to COVID restrictions, only 3 teams had the opportunity to participate in | Annual subscription to the partnership. Continued new sporting activities, experience of competition and enjoyment for children. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 0% |
| 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: |
| Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport. To encourage all pupils to aspire to be involved in the assemblies. | Achievements celebrated in assembly (match results + notable achievements) | £0 | Children inspire others and have the opportunity to showcase talents and achievements | All teachers and children see the benefit of children inspiring others and having opportunities to share achievements. |

| | | | | |
|---|---|---------------------------------------|---|--|
| Develop School Games / school sports noticeboard to include news of events inside and outside school, pupil achievement and signpost activities outside school. | take photos and interview pupils about participation | £0 | pupils inspired by achievement and informed of opportunities. | Pupils write a report to put up on board for clubs in school as well as achievements outside of school. |
| Provide sports leader badges to specific pupils in Years 5-6 . | Purchased in previous years | £0 | Pupils proudly wearing badges - identify role models and give pupils something to aspire to. | Give leaders a higher profile in assemblies and reward them for their progress and dedication. |
| Experience Sessions – Assemblies and taster sessions | Cricket taster sessions for Year 1, 2, 3 and 4 in summer term by North Marston Cricket Club To get children enthusiastic about sport and sports they could get involved with outside of school. | £0 Costs covered by parents | The taster session was successful. 25 children from years 1, 2, 3 and 4 attended the summer club. | A good relationship with North Marston Cricket Club – more taster sessions for more year groups next year. |

| | | | | |
|---|---|--------------------|--|--|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | 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?: | Sustainability and suggested next steps: |
| Identify girls who are less active and less engaged in physical activity and encourage them to be more active. | Disney Shooting Stars programme. CPD for 2 member of staff to run a club based on Disney's 'The Incredibles'. 12 disengaged girls and encourage them to be more active. | £0 | Girls engaged in PE and enjoyed the challenges. | Resources available for club to run in future. Identifying less active girls |

| | | | | |
|---|---|--|---|--|
| To teach the children the fundamental skills of PE To raise the profile and important of keeping active | Improve the teaching of PE and the fundamental skills. To give teachers confidence. | £16,920.00 | Increased confidence with staff. Fundamental skills are being taught and built upon throughout the year groups. | Staff upskilled in areas where they lack confidence. |
| In order to improve progress and achievement of all pupils the focus is on up-skilling the teaching / LSA staff | External coaches used to improve skills in different sports and for teachers to observe. | | Teachers/LSAS / trainee teachers observe and use ideas in own teaching and lunchtime provision. | Staff to watch other teachers for upskilling. Sharing knowledge. |
| Upskilling of midday meals supervisors to engage more pupils in active sports at lunchtime | External coaches to provide training for MDS | | | |
| Upgrading and increasing resources and equipment for all staff to use and give more confidence to teach a range of activities safely | Purchase new balls for various sports to ensure correct equipment used and available for lessons. | | Access to more equipment suitable for experience and age group ensuring lessons can be differentiated and more activities accessed. | On going monitoring of equipment needed . |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | |
| 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: |
| Continue to offer wider range of activities within and outside the curriculum to engage more pupils. Focus on less engaged. | Disney Shooting Stars – the two member for staff strained in Disney shooting stars identified 12 girls who were less engaged in physical activity and ran a club for 6 weeks. | £0 Training was free and part of the SSP | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--------------------------------|---|---|
| | | | | 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: |
| Include more competition in curriculum time and more events across the school e.g. inter-house events / sports day | Engraving of Sports Day trophies Encourage all KS2 pupils to take part | £10 | Due to Covid-19 inter-house events planned for Autumn/Spring not taken place. Sports day successful for all children. 100% of the children participated. | Sports council to plan inter- school competitions between houses. |
| Offer more opportunities to ALL Pupils to attend extra- curricular competitive events through involvement in Sports Partnership events, NGB competitions and events organised by the school. | - Subscription to Buckingham Schools Sports Partnership - Affiliation to Aylesbury Vale Athletics Association for cross country/athletics | Ref: 1 £35.00 | Due to COVID-19 competitive events did not occur until Summer term. 1x Tag rugby match 2x Netball matches Athletics at SMGS | Continue to access sports partnership events, leagues and events wherever possible giving more pupils the opportunity to participate. Organise events in school and against local schools and continue to offer participation in events at all levels to enable pupils to access competition suitable to their ability and experience. |