

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](https://www.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](#)

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18373
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18373
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18373

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>	As a first school the section is not applicable to us.
<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>	%
<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>	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%

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?	Yes/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.

Academic Year: 2021/2022		Total fund allocated: 18373	Date Updated: 15/7/22	
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:
				57%
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 active minutes during lunch times and play times	We have invested in new playground markings on both sides of the playground as well as our outdoor classroom. They have been designed help improve the children's fundamental movement skills. The MUGA will be a designated area for ball games during break times, giving children space to play. Other areas of the playground during lunchtime will have equipment such as hoops and skipping ropes.	£ 3450	Playtimes were monitored over a half term following the installation of the playground markings. Initial uptake was incredibly high with lots of children engaged with the markings and spending playtime very active. Over the course of the half term this started to dwindle a little, so sports leaders were implemented to help encourage its use and lead the play.	Sports leaders will be trained again next year as these proved very successful. Further training will be given to lunchtime staff so that they have the confidence to lead games as well.
Each class to have at least 2 active lessons outside of PE times.	We have invested in an orienteering course, through Enrich Education. The resource is designed to be part of the forest school set up. The resource contains lessons in subjects such as maths, science and geography. There is a designated EYFS course, which focuses on phonic development.	£4732.5	Children in KS2 can now locate control points on a map and extract information from them. The markings have enabled children to have an active lesson per week, which contributes to the government guidelines for 30 minutes active during school time.	Enrich provide lots of on going resources for the control points so there is an abundance of activities that can be used. EL will continue to liaise with subject coordinators to see how we can incorporate more active lessons into the

Daily Mile	<p>We also have Commando Joes, which is a resource that focuses on active team building.</p> <p>Y2, Y3 and Y4 will take part in the daily mile at the start of lunch. Mr Lunec and Mr Paton will lead the activity, encouraging children to work on developing a steady pace, which they can maintain for a sustained period of time. Line markings to be added when field has been fully cleared for use.</p>	£2168	<p>The daily mile was successful for the first term. Chn started to understand more about pacing and were able to keep running for sustained periods of time.</p> <p>The whole school lunchtime approach began to fail with a change in dinnertime structure. Going forward we will look to incorporate it at a time that suits each class better.</p>
Swimming lessons and transport			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

1%

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:
MFS is only First School in the UK to be a school of character. Link awards to notable athletes.	Award to be named after Emma Raducanu.	£0	Children now have a young current athlete to look up to and aspire to be.	Look at getting an athlete visit from someone who took part in professional sport.
Include PE in celebration assembly	Any notable achievements to be celebrated in Monday's assembly. Smaller achievements to be celebrated weekly in class.		Sporting success stories have been shared in classes. Children have discussed feeling proud when their achievement was read out.	To find a way to celebrate success as a whole school. An achievement assembly every half term is one idea.
Introduction of play leaders	Play leaders to be role models to younger children and show them how to play a range of games.	£160	Y4 chn trained to help out with play. They help to lead activities at lunchtime and encourage children to play in a fun and safe manner.	New cohort of Y4 to be trained so that we continue on with this provision.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Teachers to shadow and co teach with Mr Lunec in areas they feel less confident in teaching to a high standard.	Staff will complete a confidence audit into different areas of the curriculum. Areas which they feel they need improvement on, they will work alongside Mr Lunec.	£4110	Staff surveyed and met individually. Lesson structure and plans discussed. Teachers co taught with EL in areas of need. Feedback and discussions took place after lessons to consolidate.	EL will be class based next year for the first 2 half terms. Teachers will be asked to lead the lessons they are most confident in delivering to a high standard. EL to monitor lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 18%
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:
New storage shed to store increased provision.	We have invested in a metal shed for PE storage so that we can store more equipment. As the current store room does not meet the requirements of a robust and extensive PE curriculum	£2560.82	Children now have access to more and better quality PE equipment. Storage shed has allowed less time to be lost and play leaders have enjoyed having responsibility for managing some of the equipment.	Liaise with site manager regarding the up keep of the shed.
Continuation of PE scheme so that children experience a wider range of sports and skill development.	Scheme enables non specialist staff to teach a variety of sports and skills they wouldn't otherwise be confident with.	On a 3 year plan which was paid out of 20/21 budget	Staff continue to feel supported by the scheme and the children are able to progress through the required skills.	Monitor the use of the scheme 2022 Autumn when EL is no longer taking whole school PE.
Update resources to match up accurately with the curriculum.	Gymnastics resources updated to assist those who find certain rolls difficult.	£694.98	Foam wedge has helped build the confidence of reluctant rollers.	Equipment in good working condition to be used effectively. Further on going monitoring of equipment needed to ensure quality of provision is high.

Key indicator 5: Increased participation in competitive 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:
Intra and Inter school competitions made available to the children	Now that it is no longer necessary to have bubbles in school, we will have intra school competitions at the end of each relevant unit. Sports activity week to be held during summer term to provide an abundance of opportunity for children to participate in competitive sport. We will enter inter school competitions through the Northumberland School Games.	£500	Children took part in school sports day in Key stages this year. It was themed around the commonwealth games. Key skills such as teamwork and enjoyment were a big success during the event.	Children are now more aware of other nations. We spread the choices out over the continents so that children would research them in more detail. Further competitions to be planned next year around a whole week.