

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool



Commissioned by



Department
for Education

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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	£16,890
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16830
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16830

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>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>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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

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: £16890		Date Updated: 14 th 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: 25%
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:
<ul style="list-style-type: none"> - To continue to implement a whole school approach to active lessons and to introduce the Daily Mile initiative to further increase pupils daily physical activity. - Employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills - To continue to provide the opportunity for children to partake in more structured physical activity as well as free play during break and lunchtimes by the employment of different zones within the playground and sports crew members to deliver challenges and activities. - To monitor children in physical activity and set challenges using 	<ul style="list-style-type: none"> - PE specialist employed for two days a week to deliver high quality PE lessons whilst upskilling staff and supporting their delivery of high quality PE lessons - Classes to wear the Moki bands and compete against each other and themselves to be more active than they were the week before. - CPD 		£ 2700 (CR) 630 (MOKI)	<p>-Children are engaged in a variety of lunchtime activities across the week including self-improvement challenges and team based challenges.</p> <p>- Student’s feel their lessons have increased with activity and are happier because of it. They are also excited to get out and do the Daily mile and they know the benefits it has for both their physical and mental health.</p> <p>Behaviour records show significantly less incidents at break times and lunch times.</p> <p>Children are having more conversations about the</p>	<p>Maintain high level of activity across the school day.</p> <p>Maintain a variety of KS1 and KS2 centred activities and break and lunchtimes and use local providers to keep children excited and interested in different activities.</p> <p>Regular CPD across the whole school to embed the active learning ethos, continued implementation of the daily mile and class/whole school challenges to be set using the Moki bands. More to be purchased if proving it is still having a positive impact.</p>

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Moki bands			importance of staying active throughout the day since wearing the bands and the data provided has made teachers aware of less active parts of the day and CPD has been given to help improve this.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation: 17 %

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:
<ul style="list-style-type: none"> - Employment of a specialist PE teacher to continue to support staff and pupils to develop their PE knowledge and skills in new inclusive activities such as orienteering and Tri-golf. - A wider range of after school activities offered to increase the engagement and profile of sport and physical activity across the school. - To continue the development of a school sports crew committee/young leaders group to provide activities and challenges during break lunch time and help engage all pupils in the uptake of school games competitions. - To build on raising the profile of PESSPA across the whole school 	<ul style="list-style-type: none"> • PE specialist employed for two days a week to deliver high quality PE lessons whilst upskilling staff. • PE coordinator contacted club links providers and booked specialist coaches as well as staff for the delivery of a wide range of activities to be delivered during school PE lessons and after school clubs (Leicestershire cricket, Leicester tigers, netball) • Pupils to be selected from current year 5/6 cohort to be part of the Sports crew 	<p>£2700</p> <p>154 (ori + santa fun run)</p>	<ul style="list-style-type: none"> • There has been a good uptake with extra-curricular clubs in KS2 with 50 % of pupils in KS2 taking part in a club. • 8 pupils have been selected to form the Sports crew. PE specialist provided an afternoon of leadership training with resources provided by SSPAN. Sports crew have delivered their own activities that they created and helped to deliver the Virtual Athletics competition at lunchtimes, House football tournaments, Daily 	<p>Continue to evaluate new ideas and keep updating activities so children stay engaged and enthusiastic.</p> <p>Regular CPD for staff with new ideas to promote PESSPA across all subjects.</p> <p>Review of PE kits and equipment to enable to children to take pride in their school provision</p>

<p>with initiatives being implemented by all staff for example Daily Mile, Daily Boost initiatives and challenges and whole school fun runs.</p> <ul style="list-style-type: none"> - Certificates to be given out in assembly to celebrate school values through physical activity at lunchtimes. - 	<p>leadership team. PE specialist to provide training to the pupils and support in their delivery of lunchtime activities and competitions</p> <ul style="list-style-type: none"> • Sports crew board to contain sports team photos, personal challenge scores and competition winners work 		<p>Boostmas activities and a KS1 commonwealth games competition.</p> <ul style="list-style-type: none"> • 6 week block of clubs for years 2/3/4 to help aid transition and introduce children to a variety of sports and coaches in the local area. From this, children have signed up to different clubs in the local area that they wouldn't have previously considered. • Children in the Sports Crew feel confident to deliver sessions to their peers and take pride in raising the profile of physical activity within the school • Children felt pride in earning medals in various whole school activities throughout the year and look forward to challenging themselves in more activities. 	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>28 %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> - Employment of a specialist PE teacher to continue to support staff and pupils to develop their knowledge and skills in teaching a wide variety of PE and sport activities. - To continue the development of resources and lesson plans to support delivery and increase staff knowledge 	<ul style="list-style-type: none"> - PE specialist employed for two days a week to deliver high quality PE lessons whilst upskilling staff on areas that they have identified that need support. - Staff members to attend CPD throughout the year. - Curriculum and assessment revision to be carried out by PE co-ordinator. 	<p>£2700 633 (CM) 458 (get set 4 pe) 1000 (CPD cover)</p>	<ul style="list-style-type: none"> • Pupils are being taught two hours of high quality PE a week • PE specialist has provided training in multiskills, handball, dodgeball and sportshall athletics • PE coordinator has provided CPD for whole staff in orienteering, physically active lessons, using the MOKI bands and the new curriculum scheme of work, Get Set 4 PE. • Teachers have enjoyed CPD and been introduced to new sports which they have trialed with their class which has had positive feedback from the pupils • Questionnaires show that staff feel confident in teaching PE and are reflective in their practice 	<p>Implement Get set 4 PE across the whole school and provide CPD in assessment too.</p> <p>Use PE specialist to upskill staff only when necessary. For example; new staff or a new initiative</p> <p>Implement new sports into the curriculum such as 'Flag Football' in KS2 and orienteering in KS1.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 21 %</p>
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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:

<ul style="list-style-type: none"> - Orienteering to be taught as an activity to all pupils and staff to engage in CPD that will be delivered by British Orienteering through the school sports partnership - A wider range of after school activities offered to increase the engagement of pupils in the 60 minutes of physical activity and to continue to rebuild the club links in the community. - Ensure all children are achieving 25m in swimming by the end of KS2 	<ul style="list-style-type: none"> • PE coordinator and PE specialist have updated the PE curriculum to ensure it is inclusive to all pupils and provides progression for learning of skills across both key stages- purchased Get Set 4 PE • Staff to attend CPD and create new resources for teaching high quality PE. • Provide extra swimming sessions for those who have had lessons within the school but still for various reasons are not making progress. 	<p>£2700 (CR) 633 (CM) 150 (CR(swimming))</p>	<ul style="list-style-type: none"> • Raised profile of PE and competitions throughout the school. • Higher uptake of pupils in sporting competitions • Feedback from student voice is very positive from pupils about the variety of activities being delivered during their PE lessons. • Smaller group sessions in swimming and targeted approaches has meant all children in year 6 have met the expected target in swimming and allowed children to make more progress this term in achieving the expected target by the end of KS2. 	<p>Continual review of activities available to children and purchase any new equipment when necessary.</p> <p>PE co-ordinator to engage staff with new CPD on offer and take advantage of different buy in schemes available.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<ul style="list-style-type: none"> To attend at least 50% of Melton and Belvoir School Sport Partnership events/competitions. To offer more competitive sport opportunities during lunchtimes and after school. 	<ul style="list-style-type: none"> Sports crew training PE specialist to deliver half termly house tournaments in a range of different sports PE specialist and sports crew to deliver half termly Melton Sports challenges run by Clare Marlow. Link the curriculum and clubs to the School Games calendar to give a larger amount of children the opportunity to compete at level 2. Sports hall athletics lunchtime clubs delivered by sports crew to engage/prepare pupils for SHA competition. 	£633 (CM) £800 (transport) £400 -supply for CPD and new equipment	<ul style="list-style-type: none"> Attended approx. 75% SSPAN competitions this year. Positive feedback from pupils via student voice on the number and variety of competitive sporting opportunities that are available to all pupils on a weekly basis. Pupils across the whole school have gone to at least one tournament or festival over the year and with Covid restrictions in place at times we have managed to run multiple virtual events which children have participated in and enjoyed. 	Review children's participation in competitive sport throughout the year and engage children who have not participated in competitive sport. CPD for lunch time staff so they are confident at organising competitive sporting opportunities for children during lunchtimes. Link up with neighbouring schools to provide transport to different events

Signed off by

Head Teacher: 

Date:	14 th July 2022
Subject Leader:	Sarah Minnaar
Date:	14 th July 2022
Governor:	FINANCE GOVERNORs
Date:	14 th July 2022