

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](#).



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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	£19540
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4000
Total amount allocated for 2021/22	£19540
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23540

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>	43%
<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>	43%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	33%
<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/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: £19540		Date Updated: 4 th May 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: 43%
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?:	
Improve PE resources to support effective delivery and regular engagement.	Replenishment of resources through wear and tear and loss. Development of existing resources to build on children’s skills and techniques. This includes maintenance of the equipment through wear and tear. Additional equipment and resources acquired to support developed curriculum and PE delivery.		£8000.82	<p>Children to have access to a greater breath of PE resources to develop skill, technique, engagement and confidence.</p> <p>PE resources replenished and new resources ordered; this means the PE curriculum can be effectively delivered. Teachers confirm that this has had a positive impact on children’s performance in lessons and engagement of PE. Pupil voice confirms that the overwhelming majority of pupils (92%) enjoy PE lessons – an increase from 76% at the start of the year. Pupils report that PE lessons are challenging, which gives them a real sense of achievement.</p>	
				<p>Sustainability and suggested next steps:</p> <p>Continue to update and replace equipment as necessary to meet the needs of a developing and varied PE curriculum. Children can continue to learn and develop independently at play times.</p> <p>St Philip Neri with St. Bede CVA is a physically active school with all pupils engaged in daily activity. Continuing to fulfil the government expectation of 60 minutes per day. Find further opportunities to get the children active within their daily school routines.</p>	

<p>Provide engaging active lesson time. All classes timetabled for 2 hours of PE curriculum time each week plus key stage 2 swimming time.</p>	<p>School to use Active Maths and Literacy, Premier league primary stars, Pb Challenge cards and BBC super movers (free website linked to curriculum subjects) Fun, active songs to learn for children to get up and about and take part in within their classroom. Active learners are better learners.</p>	<p>£1200</p>	<p>Active lessons building on skills from PE lessons. Social and emotional skills, turn taking, active play, fundamentals, and participation competitions.</p> <p>Through monitoring, the PE Leader can confirm that all classes complete 2 hours of PE each week; this includes KS2 swimming time. Active Maths & Literacy CPD was provided during the Lent Term. The impact of this is that all teachers feel confident using this resource and have sought opportunities to use the resource in Maths and English lessons.</p>	
<p>To increase physical activity during playtime and lunchtime. To develop health and well-being of children by promoting healthy choices</p>	<p>Playground Equipment and practical resources to increase activity. Year groups have colour coded equipment and are supported by midday supervisors.</p>	<p>£450</p>	<p>Sports crew working on playtime events, lunchtime challenges and class and school-based competitions.</p> <p>New colour-coded resources ordered early in Lent Term. This has ensured all children in all year groups have equal access to resources. Midday Supervisors report that a greater proportion of children are physically active at lunchtimes as a result.</p>	
	<p>Repairs and Maintenance – Day to day</p> <p>Identify 10 year 5 sports leaders New sports crew receive training throughout the year to support their roles in Y6.</p>	<p>£500</p>	<p>Sports Leaders identified; training to commence.</p> <p>PE timetables created</p>	<p>PE Co-ordinator to keep updated with regular meetings within partnership and networking events. Utilising the SSP to host and attend events, as well as hosting intra school events.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 4%
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:
Celebrate sporting success during whole school assembly time, helping to promote the importance of PE and School Sport and to encourage others to participate.	Join the Manor School's Partnership	£500	<p>Children across school accessing a wide range of coaching opportunities and competition through the partnership. Children grow in confidence and self-belief.</p> <p>This is an ongoing target. This year, pupils have had access to a range of coaching opportunities offered to children – cricket, rugby, multi-skills, gymnastics and football. Pupil voice confirms pupils have been inspired by the coaches and most feel they've improved in that sport. Competitive events have resumed this year. We have so far involved pupils in football matches and tournaments and a Year 5 multi-sports festival at All Saints' as well as an inter-school athletics event.</p> <p>Children are enthused by intra school and inter school competition and this enthusiasm can be seen in their PE lessons.</p> <p>Sporting achievements shared with the school community through the weekly Newsletter or via Class Dojo</p>	<p>Continue to be part of the school partnership, accessing CPD, coaching and competition opportunities.</p> <p>Building on the implementation of a developed PE curriculum, make sure that all staff can experience and observe professional coaching and understand how to approach different challenges that meet the needs of all children.</p>
	Join the Youth Sport Trust	£500		
	Displays Around School to promote Healthy Lifestyles and physical activity i.e. Healthy Selfie, School Games celebrations, Reward children's PE and school / out of school sport achievement	N/A		
	Achievement certificates / newsletter recognition. Sporting achievements are celebrated within assembly, allowing the children to share experience. After school clubs have opportunity to share	N/A		

	<p>what they have learnt.</p>		<p>to instil in pupils a sense of pride and recognition.</p> <p>The PE Subject Leader has accessed CPD from the Manor Partnership and Network Meetings; this has been disseminated to teachers. Pupils feel proud to have certificates given out and celebrated in assembly for sporting achievements. They are able to articulate what they have learnt within PE & extracurricular clubs, which helps to promote a love of physical education.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Children are exposed to a variety of sporting activities throughout the year, which enables them to access extracurricular activities and enables them to feel confident when participating in the school games calendar.	Invested in Get Set 4 PE scheme, to give a foundational base for the overhaul of the PE curriculum in school. Giving the children new skill development opportunities which can be showcased in several disciplines.	£660	<p>Get Set 4 PE successfully implemented. The school's Long Term Plan ensures pupils' knowledge and skills progress. A Progression of Knowledge and Skills document is being created by the PE Leader to enhance this. All teachers confirm that the new scheme has increased their confidence, knowledge and skills for teaching PE.</p> <p>Children can translate skills from one discipline to another and clear progression in their learning from the introduction of a skill set to the conclusion. This has allowed both staff and children to feel more comfortable in their learning and progression.</p> <p>Y6 pupil voice confirms that 23% of children had past-experience of performing a martial art. At the end of the coaching, nearly all pupils reported that they enjoyed the sessions and had learnt new skills. The Y6 teachers confirm that the coaching has provided them with</p>	<p>Continue to be part of the Manor school partnership.</p> <p>Continue to develop Progression of Knowledge and Skills document for PE.</p> <p>Continue to source quality sport coaching to allow teachers and children to learn and develop. Allowing access to additional extracurricular opportunities both in and out of school. Allowing and encouraging those who don't compete in mainstream sport to come to the fore.</p> <p>Staff skills audit to establish where the strengths and weaknesses of the staff lie in delivering quality PE lessons. Allows for CPD opportunities and actionable targets on the school improvement plan.</p>
	Release time for teachers of PE to observe PE Leader deliver PE lessons. (3.5 days non-contact time)	£1000		
	Martial Arts coaching to Year 6. To show new skills, discipline, and the development of self-control as they progress through life	£1300		

			<p>excellent CPD for future delivery of martial arts.</p> <p>Children and Teachers across school have experienced a variety of sports delivered by experienced coaches. This has allowed for assessment opportunities and CPD for teachers.</p> <p>Pupils enjoy participating and make good progress in PE.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Additional achievements: Look for opportunities to put new activities into the curriculum / extracurricular provision to meet the needs and interest of our children.</p> <p>Attend a wide variety of PE and Sports festivals, fixtures and events.</p>	Broader range of in school physical opportunities available, both during lessons and during break times. Implemented to keep children engaged and promote an active learning environment. Quantity of children attending in school and extracurricular activities as well as quality in their development.	£0	Most children are expressing greater levels of enthusiasm towards all sporting and physical activity opportunities. Football team has four active teams, Boys I & II, girls and mixed. This has meant competition in and out of school has increased with greater levels of skill and participation being recognised in assemblies and through class teachers.	<p>Continue to expand the range of skills and sporting opportunities offered through focused teaching of the curriculum and extracurricular opportunities.</p> <p>Greater % of pupils will be able to represent the school in sports events.</p> <p>Working with School Games Mansfield to develop and support a participation and challenge-based model.</p>

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:
<p>School to host annual sports day events x 4 for all children to take part in across the school including nursery.</p> <p>Introduce new competitions into the school calendar</p> <p>Leaders trained to help deliver sessions. Attend Sports events including competition and festivals.</p>	<p>Children learn values of competing in different groups and events. Understanding the importance of teamwork and communication to create lasting memories and enthusiasm towards different sporting pursuits.</p>	£500	<p>All children get the opportunity to take part in competition in school within their own school environment to build confidence.</p> <p>Children to feel proud of achievements and events valued.</p> <p>New sports introduced in curriculum time i.e. Yoga, Ball specific skills, OAA, Badminton. These sports are now planned for on the updated whole school Long Term Plan for PE.</p>	<p>Children are able to access local community sports and clubs outside of school by attending taster sessions and local club ran competitions i.e. Basketball - Mansfield Giants and Rugby - Mansfield Rugby Club & Football – Mansfield Town FC</p> <p>All children to have represented the school by the time they reach Year 6</p> <p>Develop more inter school competition at lunch times and after school – employ 2 Sports Apprentices to facilitate this.</p> <p>Continue to train and work with Our young leaders to deliver activities at lunch and support after school clubs. Introduced into Year 4 to assist the Year 5 cohort.</p>

Signed off by <i>Simon Moody</i>	
Head Teacher:	Daniel Steele
Date:	25.07.2022
Subject Leader:	<i>Simon Moody</i>
Date:	25.07.2022
Governor:	M. Tunney
Date:	31.07.2022