

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

St Mary's CE Primary School
2021/2022



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	£ 17,940
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,060
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,060

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>	89%
<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>	89%
<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>	89%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</p> <p>All children received 1 year of safe self-rescue and then a refresher for the 21% of children who received a booster</p>

	<p>session in swimming. 11% have medium confidence in water safety. 89% felt confident.</p>
<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>	<p>Yes/No</p>

<p>Key in year achievements to date 2021-2022:</p>	<p>Areas for further improvement/development for 2021-2022:</p>
<ul style="list-style-type: none"> • New playtime equipment sheds and resources engaged more children in active play. • Beginning to developing children’s self-assessment of progress gave them more ownership of their active learning journey. • New class PE bags established to encourage greater level of activity at break times • Re-establishment of extra-curricular clubs have encouraged new interests. • Balance- ability has enabled more children to access regular practice and development of bike skills. • Increased staff confidence in new sports. 	<ul style="list-style-type: none"> • Increased pupil engagement and understanding of the key physical skills they will be learning. • Increased understanding of the fundamental skills the children need to develop. • Increased pupil self-assessment and peer assessment. • Children developing an awareness of what being active is (Autumn Term Music and movement workshop – drumba, rope flow) • Mindful movement and fitness. • SEND engagement for less active children and development of awareness and implementation of how to differentiate lessons for all children to engage in PE.

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:	
<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:
					%
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 have positive active break times.	Resourced activity sheds in sectioned areas of the playground and Sports Ambassadors, Playtime Leaders to create some structure in the playtime.		£85	<p>More emphasis on being active in a variety of ways within the outdoor provision for physical and mental well-being. Children have access to woodland, grass circle, treehouse, trim trail, field and playground. More children are engaging in being physically active in a variety of ways.</p> <ul style="list-style-type: none"> • Take part in the Active Lives survey in Autumn 2022 to continue to monitor children's attitudes towards sport and being physically active. • Sports Ambassadors to run more specific skills based games. • Re-organise and replenish equipment for activity sheds. • Peer monitored box challenges and ownership of looking after the equipment. • Engagement in Girls Football training (boys are included in this as well) to increase 	

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<p>To encourage all pupils to participate in being regularly active throughout the school day.</p>	<p>Movement and brain breaks within the school day using Go Noodle, Class dojo, BBC Supermovers, active participation through the lesson and sensory breaks when needed.</p>		<p>It was noted that the children, on returning from a COVID year, needed more breaks during lessons in the school day. Having the opportunity to not be sat for longer than 30 minutes or regular movement within a lesson enabled the children to have greater focus on learning.</p>	<p>confidence and ability.</p> <ul style="list-style-type: none"> • Make clearer links for the children between physical movement, active outside of school (walking to school or shops etc) and sporting/PE lessons all being an indicator of engaging in physical activities.
<p>Opportunities for leadership and development of team working.</p>	<p>Year 5 Sports Ambassadors (SA) ran playtime games for groups of children in KS1 and KS2. They initiated warm-up sessions in some PE lessons. Began to organise a Sports Festival. Year 5/6 children helped organise and run elements of Sports Day.</p>	<p>£198</p>	<p>Children involved in playtime games and had positive playtimes and played the games with the SA. They also began playing independently with other children having learnt new games. The SA had increased confidence in leading playtime games and delivering warm-ups in lessons.</p>	<ul style="list-style-type: none"> • Current Y5 SA will be used in Y6 when a new group of Y5 children will have training. • SA to run and activity festival and organise an intra school sporting activity. • Y6 children will help with sports day. • More SA to be used for PE warm-ups. • SA to have a part in the weekly assemblies to inform school or games and equipment available.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Raise profile of pupils as leaders of sport and activity across the school.	Assembly taken by SA to introduce the game of the week.	£	Whole school were aware of the activities being run by SA.	<ul style="list-style-type: none"> • Communication with parents about what being active is (sport and walking to the shops playing at the park, scooting etc). • Weekly being active at home slot/display or assembly) Parents encouraged to send a picture of their child being active at home.
Children encouraged to attend after school clubs.	A range of ASC were offered across KS1 and KS2. Archery (KS1 foam and KS2 British Archery), Bushcraft, Running, Football and wii dance.	£2,702	Increased resilience, positive engagement in understanding the environment. Responsibility in equipment and woodland area. Increase in team skills and physical fitness.	<ul style="list-style-type: none"> • Increase school awareness of the ASC provision and children to lead an assembly slot on being active, with skills learnt.
Update PE equipment	Ensure adequate equipment to enhance PE provision and ensure.	£2920		<ul style="list-style-type: none"> • Designated curriculum

<p>Increase the visibility of PE in the school environment.</p>	<p>Keep St Mary's Sports Page updated and inform parents regularly of the update. Sports achievements in assembly.</p>		<p>Medals, certificates and accolade given to PE and sporting achievements improves children's confidence and engagement in being active.</p>	<p>PE equipment organised and kept separate from playground equipment.</p> <ul style="list-style-type: none"> Playground equipment organised and allocated to challenge boxes for peer monitoring. SA to take an active part in assemblies to share achievements of being active and introducing weekly playtime games. Parental information on fundamental skills to enhance active participation and knowledge. continue to upload competitions, sports events, class competitions to website, school games blog and mention in the newsletter.
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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>%</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</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</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
Employ qualified coach to work alongside teachers in lessons to increase subject knowledge.	Staff to have CPD in Handball Cricket skills in KS1	£902 Free 6 sessions	Staff feel more confident to deliver specific content in PE lessons. Chance to shine sessions were successful. Assembly also taken by cricket coach.	<ul style="list-style-type: none"> • Handball lessons within the progression document. • Intra/inter school competitions. • Cricket to be a regular sport across the key stages.
Updates and development of PE progression within the school.	Year 2 CPD with PE lead. Year 5 CPD with PE Lead PE lead meetings and time for PE development/training.	£625	Implementation of the PE progression for an area of the curriculum, discussion of links to wider curriculum. Staff more confident to plan with progression.	<ul style="list-style-type: none"> • Development of PE progression document looking at the sporting competitions and skills needed for different year groups. • Pupils understanding of key skills being learnt and where they start a unit of work and how they can improve.
Balance skills and confidence on bikes.	Balance bikes and skills completed weekly and the children had access to the bikes once the course had been undertaken.		The children in reception enjoyed the balance bike course and have gain valuable balance skills to enable them to move forward with riding a bike.	<ul style="list-style-type: none"> • Continue to assess the skills and abilities for cycling and assess if pedal bikes are needed to enable the children to progress these skills.

Learn to move – To develop children’s

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<p>fine and gross motor skills to support them with their learning.</p> <p>Identify those children in not taking part in any physical activity outside of school.</p>	<p>Support children to develop their fine and gross motor skills to help them make progress in their learning.</p> <p>Identify, ELSA, SENCO and/or PP children to see those children who are currently inactive. These children then attend a weekly lunchtime gardening club.</p>	<p>£1565</p> <p>£500</p>	<p>Engagement in being outside and active and a growing knowledge, understanding and appreciation of the natural environment while being active.</p>	<ul style="list-style-type: none"> • Identification of non-active children to be ongoing – • -Questionnaire in Autumn term to identify needs and inactive children and subsequent questionnaires for Spring and Summer. • -Continue to use questionnaires to target clubs. • identify children on SEN register that would benefit from extra assistance to become or stay active.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation		Impact	
<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>

<p>Additional achievements: All pupils to have access to a wide variety of activities regardless of age or ability.</p> <p>Ensure all Year 5 children have an opportunity to achieve 25m swimming requirements for National Curriculum for PE.</p>	<p>Children took part in a range of inter schools sporting activities (Futsal, Netball, Quadkids, Multi sports, orienteering, football)</p> <p>Half term swim lessons.</p>	<p>£177</p>	<p>Team skills and encouragement were strong skills that the children displayed. A win in Netball and bring the trophy to school was a great confidence boost for the year 6 children.</p> <p>Increase in confidence in the water and perform safe self-rescue.</p>	<p>Paying in to employ SSCO</p> <ul style="list-style-type: none"> -Range of sports offered to continue. -identify interests of children for club ideas. -continue to provide opportunities to partake in a wide selection of activities. <ul style="list-style-type: none"> • Implement booster session in Year 6 for those children not reaching required NC standard.
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Key indicator 5: Increased participation in competitive sport				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:
To engage more pupils in additional competitive sports. Use local PE co-ordinator and sixth form/gold ambassadors to help set up matches and sports festivals.	Organise competitive sport with local primary schools outside of organised competitions. Discuss with SA.	£30	Disruption to competitions and extracurricular activities due to COVID-19.	<ul style="list-style-type: none"> Members of staff/parents/school games/ColfoxSchool to support PE lead in delivering extracurricular sport.
Engage in more inter school sport.	St Mary's children have participated in numerous inter school sports.	£80	Disruption to competitions and extracurricular activities due to COVID-19. However, those that we running engaged the children and saw an increase in interest.	<ul style="list-style-type: none"> To continue to promote sports/competition and healthy lifestyles within school through friendly competition. Engage parents to help to cover transport and some support to paid staff Sports coordinator to continue to ensure children all have the chance to attend sports clubs, compete in inter-house competitions alongside events against other schools.

Signed off by	
Head Teacher:	Kate Batorska
Date:	22/7/22
Subject Leader:	Kirsty Graham
Date:	21.7.22
Governor:	Martin Warne
Date:	22/7/22