

# 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](http://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 yours pend. 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	£19,990
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,880
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,880

## 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><b>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</b></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><b>N.B.</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>	72%
<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>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	62%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: June 2022	
<p><b>Key indicator 1:</b> 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:
					34%
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 need to have the opportunity to develop their fundamental motor skills, knowledge and understanding, self confidence in a happy and safe environment in order to develop a positive view of physical activity from an early age.	<p>Curriculum mapping of PE areas taking into consideration facilities, weather and seasonal conditions and wider sporting events to engage children.</p> <p>Timetabling of PE to ensure that all children have access to two hours of PE a week.</p> <p>CPD for staff to show ways of ensuring regular physical activity within the school day and classroom, such as Supermovers and planning in opportunities for physical activity within other subjects.</p> <p>Walk to School Tracker to track how children travel to school. Focus and encouragement on being physically active on the way to school.</p>		£6847	<p>Pupil Voice demonstrated they enjoyed taking part in physical activity. All children showed a positive view of physical activity. Children talked about how they were active in PE lessons, at playtimes and then activities in the classroom that got them moving.</p> <p>Walk to School tracker showed that approximately 65% of the children regularly walked/rode to school.</p> <p>116 children attended an afterschool club during the academic year.</p>	
				<p>Curriculum mapping for 2022/23 to ensure children access two hours of PE a week and engage in regular physical activity</p> <p>Continuation of Walk to School Tracker for 2022/23</p> <p>Continued CPD for staff (including new staff) of methods for regular physical activity.</p> <p>Continuation and expansion of extracurricular provision for next academic year.</p>	

Created by:



Supported by:



	Game On Afterschool Club – extracurricular provision for Y1-6 throughout the academic year			
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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:
				12%
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 to develop a positive view of physical activities and some understanding of why it is important. Help children understand the importance of a physically active lifestyle.	<p>New PE scheme for 2021/22 to raise the profile of PE across the school.</p> <p>Sports Badges for children who represent the school.</p> <p>Staff CPD delivered by Co-ordinator to introduce new scheme and the principles.</p> <p>Opportunities for personal challenge and competition incorporated within lessons and units of work.</p> <p>Replenishment of equipment to ensure children are able to access and utilise appropriate equipment to develop positive view of physical activities.</p> <p>Membership to Mandeville Sports Partnership for academic year 2021/22</p> <p>Membership to Aylesbury Vale Football Association for 2021/22.</p> <p>Adaptations in school timetable to ensure children have access to 2 hours of PE.</p>	£2375	<p>Feedback from staff has been positive regarding new scheme.</p> <p>Pupil Voice – 100% of children answered they enjoyed PE. They were able to recall a range of activities they had done during the year.</p> <p>Number of children who represented the school during academic year 2021/22: 58</p> <p>Number of children who engaged with multi-skills or PESSPA events as part of Mandeville Partnership: 119</p> <p>Application for School Games Mark</p> <p>Governors aware of action plan and developments with PESSPA.</p>	<p>Further time and investigation in timetabling of PE to continue to raise its profile within the curriculum and school day.</p> <p>Identify areas of improvement from School Games Mark Application</p> <p>Self-Assessment checklist linked to School Games Mark identified areas to work on next year.</p>

	<p>Sports Days for EYFS, KS1 and KS2 in Summer term. KS2 Sports Leaders to have opportunity to lead and officiate Sports Days.</p> <p>School Games Mark Application for 2021/22</p> <p>Transport to and from some sporting events funded by SSP.</p> <p>PE Presentation to Governors (May 2022) to triangulate vision, challenges and provisions.</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:
				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:
Staff to be confident to deliver high quality PE lessons as part of the curriculum in order to enable children to develop skills, self-confidence and knowledge and understanding within each lesson.	<p>New PE scheme for 2021/22 (GetSet4PE) PE medium term plans to clearly show teaching points and areas and opportunities for differentiation. Video, audio and paper resources to support modelling and demonstrating of activities in order to build staff confidence (particularly with gymnastics and dance).</p> <p>Staff CPD delivered May 2022 to increase knowledge of STEP principle.</p> <p>Staff to visit multi-skills festivals to help develop confidence, knowledge and skills of activities to develop motor skills.</p> <p>PE Co-ordinator to support staff with delivery of new scheme.</p>	£700	<p>Staff feedback positive regarding new scheme.</p> <p>Pupil Voice (June 2022) – children reported that teachers gave feedback in lessons to show how they could improve. KS2 children were able to explain how this took place, through verbal feedback or demonstrations. KS1 pupils said they liked watching others to see how they could improve. This demonstrates good teaching principles from staff.</p>	<p>PE Co-ordinator to support staff with teaching of PE and embedding new scheme.</p> <p>Transition from current PE Co-ordinator to new Co-ordinator for 2022/23.</p> <p>PE Co-ordinators to attend Bucks &amp; MK PE Conference in October 2022.</p> <p>Continuation of Mandeville SSP for support.</p>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 36%
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 provide children with a range of physical activities and sports in order to encourage wider participation.  Additional achievements:	Curriculum mapping to ensure a range of activities provided across year groups. e.g. archery, swimming, tag rugby, Progression of skills document to ensure children develop their experiences and competence.  Attending events organised and run by Mandeville Sports Partnership.  Extracurricular clubs to provide opportunities for children to have increased participation and experience, including children who don't have opportunities to participate outside of school.  Transport to and from some sporting events funded by SSP.  Game On extra-curricular clubs providing children with opportunity to try new and different activities.	£7310.84	Pupil Voice (June 2022) Number of children participating in extracurricular clubs for academic year 2021/22: 116  Number of children who have participating in multi-skills festivals for academic year: 119  Pupil Voice – children highlighted an enjoyment of a range of activities.  Year 2 children specifically mentioned enjoyment of multi-skills festival at AGS.  116 children attended an afterschool club during the academic year.	Extending provision of extracurricular clubs in 2022/23 to provide a greater number of children with opportunity to participate in a range of activities.  Continuation of Mandeville Sports Partnership including attending sporting events.  Continuation of Game On afterschool club next year.  PE Co-ordinator to investigate expanding clubs provision next year (including gymnastics).

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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 provide children with the opportunity to participate and compete in competition, from personal challenge, inter school and intra school competition.	<p>PE planning to incorporate personal challenge within lessons and units of work.</p> <p>Affiliation to associations for school football and athletics. 2 football teams (mixed) to provide opportunities for children to participate competitively.</p> <p>Interhouse competitions run at lunchtime for children to participate competitively.</p> <p>EYFS, KS1, and KS2 Sports Day for children to participate in house competition.</p> <p>Transport to and from some sporting events funded by SSP.</p>	£1668	<p>Number of children represented the school in intra school competition: 58</p> <p>Number of children who participated in interhouse school competition (within houses competitions): Year 6 football: 43 Children in Y2 and Y6 have had opportunities for inter house competitions as part of PE units.</p> <p>All children from EYFS – Y6 participated in Sports Day.</p>	<p>Continued participation in Football and Athletics Association</p> <p>Staff to investigate participating in Netball league for 2022/23.</p> <p>Increased opportunities to run inter house competitions at lunchtime.</p>

Signed off by	
Head Teacher:	<i>D. Hiddle</i>
Date:	19.07.22
Subject Leader:	N.Troup
Date:	14.07.22
Governor:	R.Brown
Date:	19.7.22