

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£5154
Total amount allocated for 2020/21	£22,734
How much (if any) do you intend to carry over from this total fund into 2021/22?	£890.95
Total amount allocated for 2021/22	£17,650
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,540.95

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 2021.</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>	89%
<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>	No

Created by:



Supported by:



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:	
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:
					35%
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?:	
Find appropriate and sustainable ways to increase whole school physical activity opportunities whilst being under Covid restrictions.	Continuing to participate in the Daily Mile Challenge and making it a regular and consistent feature of the school day to support children in regaining pre-Covid fitness and activity levels.		£0 – free	Children in KS2 continue to participate in daily running/walking using the school track which contributes to part of them obtaining 30 minutes of physical activity	
	Employ the services of external coaches to support the running of our extra-curricular programme and provide organised physical activity for children to take part in during lunchtimes.		£ 7,275 Mash multi sports coaching costs	We now employ the services of Multi Mash sports who deliver lunchtime activities for all year groups two days a week. These sessions have grown in popularity as the year has gone and include activities such as basketball, archery and tennis.	
	Continued use of free and prepaid online physical activity programmes to provide children with regular			Children in EYFS and KS1 continue to participate in these activities daily increasing the	
				Possibly look at increasing our lunchtime sports coach provision to three days a week to enable more children to access it on a weekly basis.	
				Continue to promote the benefits of regular activity /brain breaks in the school day	

Created by:



Supported by:



	<p>brain breaks and physical activity in the classroom throughout the school day – (5 a day tv, GoNoodle, Cosmic Yoga).</p> <p>Play Leader training to be delivered by Julia Scarboro (South Cambs SSP) to Year 5 and 6 children Feb 22. All trained play leaders will then form part of the lunchtime staff network to support in the delivery of physical activity opportunities for children in lower KS2, KS1 and EYFS.</p>	<p>£230 for 5 a day</p> <p>£320 for training from SCSSP</p>	<p>children’s stamina, coordination and physical movement. A lot of these activities now include languages and singing so lots of opportunities for cross curricular learning.</p> <p>We have had a team of play leaders working with younger children every lunchtime. This has been particularly popular with children in EYFS and KS1.</p>	<p>and build on previously delivered active learning training to reduce sedentary learning, esp in KS2.</p> <p>Organise for play leader training to take place earlier in the year so that we can started in September. Plan events next year where play leaders can come and assist with the delivery and organisation so that their role becomes much more far-reaching and impactful.</p>
--	---	---	---	--

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 10%</p>
--	--

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>Focus on arranging whole school events across the academic year to increase participation and awareness in physical activity and school sport.</p>	<p>Continued support and engagement in Whole School Skipping Week – Top up required of skipping ropes and resources to enable all classes to take part in the SSP skipping week. Children to take part in bronze, silver and gold level skipping skills over a two week period.</p>	<p>£475 for skipping workshop with Pete Thompson</p>	<p>Skipping week, workshops, assembly and visit from Pete Thompson completely inspiring. Skipping at break and lunch becoming a legacy. Children buying their own and skipping at home. Evidence of children continuing to work on the skills</p>	<p>Include skipping as part of our play leader programme for next year so that children can participate in structured skipping sessions and develop their skills with guidance from older children.</p> <p>Continue to enter the school in</p>

	<p>Same week to include visit from Pete Thompson who will run skipping workshops with each class.</p> <p>Engagement in virtual competitions provided by the South Cambs SSP (friendship week including whole school orienteering, hula day, playground disco and mile run, Santa run, skipping week) to ensure that all children can represent the school and take part in physical activity.</p> <p>Reinstate sensory circuits and Change 4 Life programme</p>	<p>Part of SCSSP core offer*</p> <p>£1,817.94 for replacing and purchasing new equipment, storage and resources for sensory circuits</p>	<p>they learnt during skipping week and workshops.</p> <p>Targeted individuals and nurture group children have benefitted from participating in sensory circuits at the beginning of everyday, supporting them to maintain their focus for learning throughout the day.</p>	<p>whole school/class events so that all children can represent the school including the Friendship Games, Friendship Week, Santa Dash and World Skipping Day.</p> <p>Starting in September, introduce whole school sensory circuits programme so that a wider range of children with needs are targeted and supported with this intervention with a view to improve whole school learning and outcomes.</p>
--	---	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Provide continuing professional development for teaching staff in specified areas of need	Individual staff members have taken up opportunities to further their knowledge and confidence in	£80 gymnastics course for staff member £50 for sensory	Increased staff confidence and new ideas in delivering running club has helped with maintaining interest and attendance.	New staff joining or having joined this year – need for PE specialist to work with staff half a day a week next

	gymnastics, running club and sensory circuits. Plan in place to reengage with the primary PE specialist programme next year if the sports premium continues next year.	circuits course £318.83 Cover costs for attending PE networking events and admin time	More staff are now trained in delivering the sensory circuits programme which will help to improve access for all children and it can now be completed at different points in the day by one to ones for the children who need it not just in the morning.	academic year. PE coordinator to complete needs analysis with all staff to ascertain areas of need with the PE curriculum. Individual staff can then be signposted to training along with working alongside a specialist during PE sessions.
--	---	--	--	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
42%

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:
Additional achievements: Increase offer of activities for both curricular and extra-curricular	Investment in Balance bike training for EYFS and the Scootability programme (plus scooters). Dynamos Cricket – new format being introduced by the ECB to increase participation and access. Replace Kick for kids with Mashup Sports coaching staff. Build on last year’s success of running club Tae Kwon Do company delivering sessions in the hall on a Tuesday after school.	£500 balance bike training £500 scooter training £930 for 15 x Bopster scooters £1444 Scooter pod £6,013.31 for purchasing and replacing PE equipment, storage, mental health and	93% of EYFS children can now successfully ride a balance bike with control. 94% of Year 1 children are now able to ride a scooter confidently and safely, along with negotiating obstacles.	New staff members are interested in contributing in expanding our extra-curricular PE provision. This will allow us to offer more free activities each term, therefore increasing attendance and allowing us to offer clubs to a broader range of year groups. EYFS and Year 1 staff to build on the delivery of the bikeability and scootability programme by putting on a club for children to further build on their skills.

		wellbeing interventions and maintenance costs		The school will continue to work with Tae Kwon Do provider, ensuring that this is an extra-curricular option for Meldreth children of varying ages.
--	--	---	--	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
Build on entries in to School Games events in order to work towards achieving platinum school games status and rebuilding competition opportunities post Covid	Increase entries in the three new themes School Games themed competition: ALL (for all children), TARGETED (skill development for specific children e.g. pupil premium, SEN, BAME etc) and COMPETITIVE (high level competition)	£900 core offer for SCSSP competitions £730 Transport costs £702 for new team sports kit	This year we competed in a variety of School Games events to ensure that a very wide range of children were able to access competition and represent our school.	Aim for next academic year is to increase the number of competitions we enter to provide children with more competitive opportunities.

Signed off by	
Head Teacher:	S. Howard
Date:	21.7.22
Subject Leader:	C. Jackson
Date:	21.7.22
Governor:	E. Tidby
Date:	21.7.22