

Evidencing the Impact of the Primary PE and Sports Grant 2020 - 21

April 2021

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
|---|--|
| <ul style="list-style-type: none"> • The establishment of a rich and varied Extra-Curricular sports programme that is free to access. • An increase in the range of sports that is offered to our children. • Training for all staff to ensure effective delivery of the Primary PE curriculum. • The engagement with a wide range of citywide competitive sporting festivals and tournaments for KS1 and KS2. • The establishment of inter-House sports to foster a House ethos of healthy competition. | <ul style="list-style-type: none"> • Provide catch-up for missed opportunities during the Pandemic, e.g. swimming for current Year 3 and 4 • Re-establish citywide and inter-House competitions after the Pandemic • Increase the range of inter-House sports competitions that are on offer. • Introduce Daily Mile as a tool to improve pupils' concentration and wellbeing. • Survey children and families about the range of sports that form our extra-curricular provision. |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
|--|-----------------------------------|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school. | 74% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 60% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 20% |
| 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? | 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 students today and for the future.

| Academic Year: 2020-21 | Total fund allocated: £19,233 | Date Updated: April 2021 | | |
|---|--|--------------------------------|---|---|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: 8% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Ensure that all classes have two taught hours of Physical Education within the curriculum time.</p> <p>Provide an increased range of structured lunchtime activities to increase physical activity.</p> <p>Increase the proportion of time that children in Early Years spend outside.</p> | <ul style="list-style-type: none"> Timetabled PE lessons for each year with one hour twice per week. One hour focuses on Real PE and the other hour focuses on Games, Gymnastics or Dance. Purchased sporting equipment such as skipping ropes and bouncing balls to support physical exercise at playtimes and lunchtimes. | £1500 for new Sports equipment | <ul style="list-style-type: none"> All children receive two hours of PE as part of their core curriculum each week. This was sustained during the Lockdowns with virtual PE lessons. School day extended for Year 4, 5 and 6 to ensure that there are opportunities for PE Children were involved in choosing the sports equipment for lunchtime and the feedback from the children has been positive. There has been a decrease in behaviour incidents at lunchtime and playtimes. | <p>Train Year 5 and 6 children as Play Pals to lead play activities with younger year groups.</p> <p>Reintroduce swimming into the curriculum following the pandemic and provide catch-up sessions for year groups who have missed out.</p> <p>Introduce the Daily Mile from Autumn 2021.</p> |
| Key indicator 2: The profile of PESPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 1% |

| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|--|--|---|--|--|
| <p>Raise the profile of sport through celebrating the success of our sports teams in assemblies and in parental newsletters.</p> <p>Develop an ethos of healthy sporting competition between the Houses.</p> | <ul style="list-style-type: none"> • Participation in School Sport is recognised in Assembly, the newsletter and on social media. • Children are encouraged to bring their sporting achievements from out of school into assemblies. • There are an annual Sports Days for KS1 and KS2 with parents invited to share their children's achievements. • There is an annual inter-House Sponsored Run where all children are challenged to run at least a mile. | <p>£100 for certificates, trophies and medals</p> | <p>Children are very proud of their sporting achievements both in and out of school. The children have developed a strong House ethos and are very enthusiastic when competing for their Houses. School closures and Covid restrictions have made external competitions difficult, so challenges have moved online e.g. Skipping Challenge and into Bubbles. The virtual assemblies still recognise sporting achievement in and out of school.</p> | <ul style="list-style-type: none"> • Re-establish the programme of inter-house events and competitions after the Pandemic. • Increase the range of inter-House sports competitions that are on offer. Ensure that there is at least one inter-House sports competition each half-term. |

| | | | | |
|---|--|--------------------|--|---|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 5% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Ensure that all staff who deliver Primary PE have received subject specific training.</p> <p>Ensure that teachers have the resources that they require to deliver the PE curriculum effectively.</p> | <ul style="list-style-type: none"> Real PE training is available to all staff via our Service Level Agreement with the Local School Sports Partnership. Purchased Real PE Resource Packs for Year 5 and 6. | £1000 | Following previous training, Mayfield staff understand the philosophy that underpins Real PE. They have increased confidence in delivering Real PE lessons and the Real PE resources are now used widely. PE teachers from Seniors joined the training and now have a stronger understanding of the prior experiences of KS3 children in PE. | Revisit Real PE training with new staff in 2021-22. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 71% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Increase the range of sports delivered as part of the school curriculum.</p> <p>Ensure that a wide variety of sports are available in our Extra-Curricular programme.</p> | <ul style="list-style-type: none"> Tennis and cricket have been added to the taught PE curriculum. Extra-Curricular programme has included Football, Rounders, Hockey, Netball, Gymnastics, Dance, Martial Arts and Athletics. | £13,000 | We have continued to provide an extensive Extra-Curricular sport programme throughout the pandemic. The Extra-Curricular Programme is very popular with children and families. It enables children from disadvantaged backgrounds to access sporting opportunities that they may not otherwise be able to afford. | <p>Survey children and families about the range of sports that form our Extra-Curricular offer.</p> <p>Increase the capacity in clubs where demand is high, e.g. Girls Football</p> |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 14% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |

| | | | | |
|--|--|--------------|--|---|
| <p>Ensure that all children in KS1 have the opportunity to represent Mayfield at a Portsmouth Schools Festival.</p> <p>Provide opportunities for KS2 pupils to compete in a wide range of competitive events and fixtures.</p> | <ul style="list-style-type: none"> • Subscribed to Portsmouth Schools Sports Partnership for 2020-21. The Pandemic led to all citywide competitions being paused. It is hoped that these will restart in Summer 2021. • Before the Pandemic, we ensured that all KS1 children have represented Mayfield at a Portsmouth Schools Festival or Tournament by the end of Year 2. • We entered KS2 tournaments or festivals in Tag-Rugby, Dance, Cricket, Athletics, Football, Tri-Golf and Gymnastics. • Agreed our school wide approach to competitive sport, establishing the right balance between participation and winning. | <p>£2500</p> | <p>Mayfield have entered for 25 Portsmouth Festivals or tournaments in 2019-20.</p> <p>We have built up a track record of success in a number of sports.</p> <p>Year 5 football team won the Portsmouth Cup in our first ever entry into the tournament in September 2019.</p> <p>Competitive school sport was paused in March 2020 and is due to restart in Summer 2021</p> | <p>Re-establish our presence in the citywide competitions and festivals when these events restart in Summer 2021.</p> <p>Provide MIDAS training for staff so that we have a pool of colleagues who are able to drive the minibuses to fixtures and festivals.</p> |
|--|--|--------------|--|---|