

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

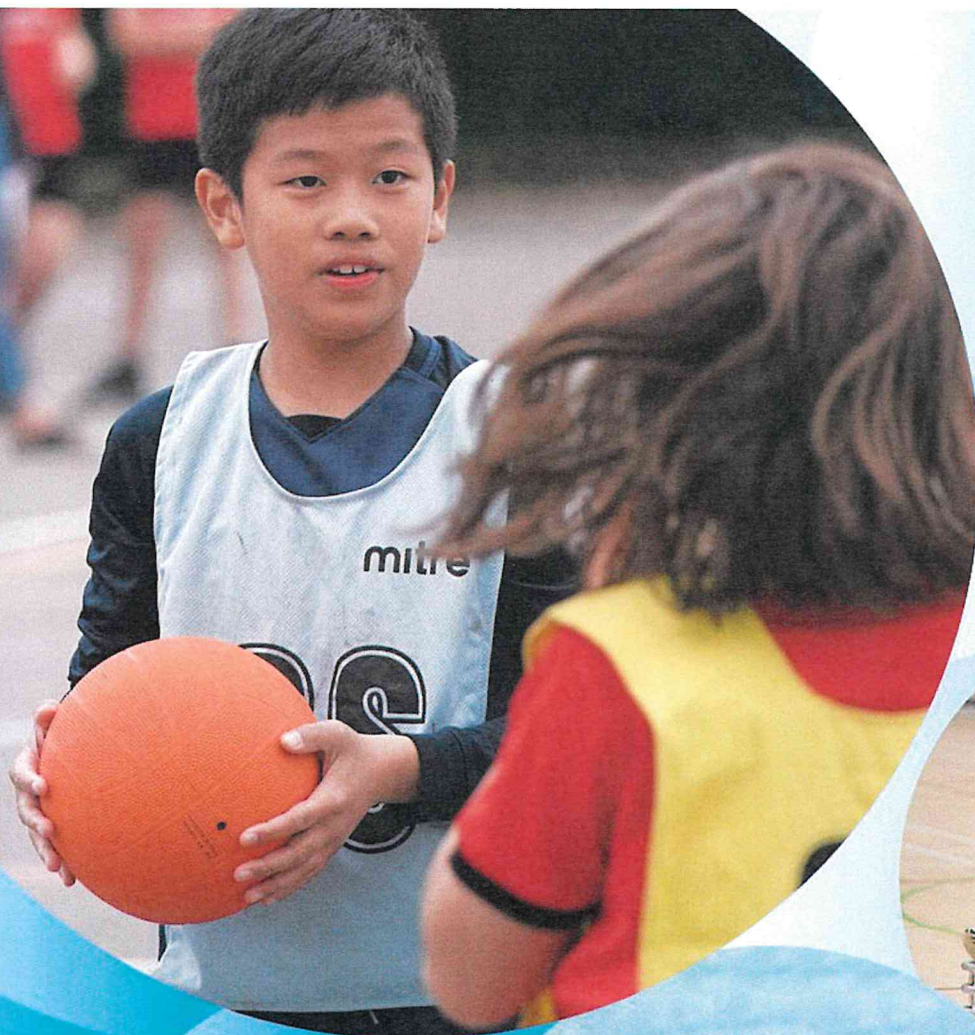


Department
for Education

Created by



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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](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.

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	£18780
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,770

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. Please see note above	51%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	56%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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 pupils today and for the future.

Academic Year: 2021/22		Total fund allocated:		Date Updated:			
Key indicator 1: The engagement of all 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:	
						12.81%	
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 keen to participate in regular physical activity both during PE lessons and play times & lunch times.		Purchase and maintain a range of PE and games equipment.		£1107	Children can play a well-resourced range of sports and physical activities and are physically active. Behaviour at play and lunchtime improves.		Maintain equipment, replenish stock.
		Employment of sports coach for 30 minutes per day to lead games on the playground at lunchtime and encourage participation.		£1297			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement						Percentage of total allocation:	
						4.50%	
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 the profile of PE across the school by celebrating PE success alongside academic success.	Purchase medals for PE stars to be awarded for KS1 and KS2.	£29	Achievement in sport and physical activity recognised and valued. Children are inspired receive recognition for their achievements.	Medal system continued next year.
Section on the school development plan focusing on "Getting Active".	Weekly timetabled "Getting Active" session across the whole school. Staff, parents and children are all aware of it's high priority due to placement on SDP. Discussed regularly at governors meeting and children supported in making explicit links between physical and emotional wellbeing.	£0	Whole school community is aware of the impact of physical activity on both physical and emotional wellbeing.	This will continue next year as SDP covers two academic years.
Enter local sports competitions with other schools. Keep up to date with CPD opportunities.	Access competitive sports and activities via membership of Fortius PE. CPD – swimming coaching PE conference	£250 £365 £200	Children experience and enjoy sports competitions. Improve life skills required for competitive sport: tenacity, teamwork and discipline.	Review and renew subscription.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				46.13%
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 high quality specialist sports leader to work alongside teachers delivering sport and PE lessons. Support for teachers with planning and resourcing PE lessons.	Sports leader to work with year 2 to deliver sport and PE lessons with teacher. Support teachers with planning and resourcing of PE lessons.	£7671	Consistent teaching of PE and sport in Millbrook Primary School.	PE teaching is consistent.
HLTA is coached to lead weekly girls football club.	HLTA is up skilled to lead girls football club	£530	Consistent teaching of PE and sport in Millbrook Primary School.	PE teaching is consistent
PE teaching is consistent with a clear progression of skills throughout the school.	Trial several schemes of work. Purchase GetSet4PE	£458	Progression of skills covered throughout the year and throughout their time at Millbrook. The PE curriculum is broad and balanced where children experience a range of sport and activity.	GetSet4PE to be used next year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				36.03%
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 experience a range of sport and activity to instil a lifelong love of physical activity by finding things they enjoy.	Ice skating lessons arranged for each Year 5 & 6 class. 3 different house sports each year.	£1920	Children enjoyed the experience. Children awarded National Ice Skating Qualification Level 1. Some have continued ice skating with their family. Increased physical activity. Children can find a sport or	Next Year 5 & 6 cohort to have ice skating lessons. Year 6 children to build upon their already acquired skills. Develop house sport next year.

	Children experience a range of sport and activity in their PE lessons		physical activity which they enjoy.	Introduce a new sport a house competition.
Children experience sport delivered from local community sports club coaches.	Sports coach to work with Key Stage 2 pupils.	£0	Establish community links. Children witness that sport is continued into adulthood. Inspire children to play rugby and join clubs.	Develop links with the club. Coach to return next year to deliver a series of lessons
Wide range of After School Sports Clubs available to children.	Sports coach to run Sports clubs four nights a week after school. Qualified TA in Dance paid to run a weekly after school dance club 1 hour per wk for 10 weeks	£3110 £350	Additional children can access a wide range of sports activities. Increased levels of physical activity and enjoyment	To continue into next year.
All children to learn to ride a bike in the safety of our playground.	Year 1 children to have intensive balanceability course after school with trained balanceability coach.	£1383	Children know how to ride a bike and gain confidence and additional exercise in a different sport.	Continue next year.
Year 6 children to be able to ride a bike safely on the road.	Bikeability intervention provided by Lifecycle.	£0	Children are safe on the road when riding a bike.	Continue next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.53%
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:
Give all children experience of competitive sport	Termly house competitions with 100% participation. Inter-school competitions	£0 £0	Improve life skills required for competitive sport: tenacity, teamwork and discipline. Children are confident to travel and participate in events with unknown competitors.	These skills are transferable to life in and out of school. Children develop a love of competitive sport/activity and want to continue to pursue this.
Ensure that all children are able to attend competitive sport competitions.	School minibus used to transport children to local matches and competitions.	£100	No children are disadvantaged because parents do not have access to a car.	Continue to next year.

Signed off by	
Head Teacher:	<i>Karen Pym</i>
Date:	13/09/2022
Subject Leader:	<i>Stilling</i>
Date:	13/09/2022
Governor:	<i>K. H. E.</i>
Date:	14/09/2022