

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 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<sup>st</sup> July 2023** at the latest.

**\*\* In the case of any under-spend from 2021/22 which has been carried over this must be used and published by 31st March 2023.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Number of clubs – More breakfast and after-school clubs have been offered to the children with a particular focus on disadvantaged children</li> <li>- Improved the range of sports offered during curriculum time, by purchasing a wider range of equipment such as badminton.</li> <li>- Over 60% of pupil Premium children have been involved in school sport at Mile Oak, whether this be a one-off opportunity or an extra-curriculum club.</li> <li>- Persistent late and target children have been targeted and have attended breakfast clubs.</li> <li>- Sports leaders have been trained up as part of a club and they are now in the playground assisting with playground structure</li> <li>- PE scheme has allowed the staff to feel more confident teaching PE and has given them extra resources such as demonstrations and differentiations</li> <li>- Reception now has an abundance of equipment to improve physical literacy including gross and fine motor skills</li> <li>- Purchase of new sports kit has given the school identity and the children have a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>- The aim is to have 60% of disadvantaged children in an extra-curricular club this year, not just one-off sporting opportunities</li> <li>- Integrate cycling into the curriculum – each year group to receive 6 weeks of cycling provision, sustrans initiatives and extra-curricular clubs.</li> <li>- Make the playground more structured. Upskill playground staff to be ‘play leaders’ and install ‘grab bags’ to improve playground behaviour and make the playground as active as possible.</li> <li>- Improve teacher confidence in PE pedagogy. Sport specialist to work with ECT teachers and low-confidence staff to improve the overall quality of PE lessons in the school.</li> <li>- Raise the profile of school sport – Social Media page will be set up to share the learning in each year group and sports fixtures. Sports awards ceremony will be held to recognise pupil achievements and participation in sport throughout the school.</li> </ul>

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan

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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2023.	54%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	36%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	36%
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?	Yes/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: 2020/21	Total fund allocated: £	Date Updated:		
<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:	
			%	
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:
100% of pupils to take part in the 'Active Hour a Day'	<ul style="list-style-type: none"> <li>- 60% of all children in Y1-6 to participate in an extra-curricular club</li> <li>- Daily Mile once a week at school</li> <li>- More frequent cycling sessions for the children</li> <li>- '2hrs of PE' initiative</li> </ul>	£200 spent on playground balls and equipment	60% of children have attended a club this year as the school has improved the breadth of clubs offered. There are many more children now who can ride a bike in the school and some children have taken their passion for this outside of school. All classes are completing between 1.5/2hrs of curriculum PE per week.	More time next year needs to be set aside for the daily mile so that the children can enjoy the participation in this. More clubs will be offered in the next academic year to get more children participating in physical activity.
Increase the amount of disadvantaged children participating in extra-curricular clubs	<ul style="list-style-type: none"> <li>- JC to run 1-2 after-school clubs (multi-sports)</li> <li>- A KS1 and KS2 club</li> <li>- Sportscool to offer clubs that we could not provide as a school. (Meeting next week)</li> <li>- Teachers to offer a club for a term from September.</li> </ul>	£2379  (Including £600 on a wheelchair basketball coach and £599 on a Junior Golf day)	SportsCool began the year doing a dance club but due to unforeseen circumstances they did not continue after Christmas. During the Spring term, ACE ran three different clubs after-school and this meant that there were more options for the children to choose from.	More external companies will be contacted to offer different sports for next year such as dance and gymnastics club. Receiving payment from the parents this year has allowed the running of the clubs to be sustainable and the school will continue to work with ACE next year and look at sporting options that the children will



				enjoy.
Continue to develop breakfast club to encourage more pupils to attend school earlier (persistent late children) and become involved in physical activities	<ul style="list-style-type: none"> <li>- JC to offer 4 breakfast clubs a week 8-8:45. PP/persistent late/sedentary children to be targeted.</li> <li>- Children to be offered healthy breakfast as part of this club from 7:45 - 8</li> </ul>	£0	One of the staff members has taken the children out every morning to play sport and they have partaken in many sports such as football, basketball and tennis. The children attending breakfast club have been much more active as a result. There have been healthy breakfast options available and children of all ability and fitness levels have been active during this time.	Next year, the school will look at alternative options for providing additional breakfast club provision in order to increase the physical activity time of children throughout the school day.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 school sport in the community so that more children are engaging in sports clubs/teams.	<ul style="list-style-type: none"> <li>- Ensure that there are 3 spare PE kits in each classroom so that all children have a kit for PE lessons (Summer 2)</li> <li>- Staff kit to be purchased so that they are setting a good example (Quote sent off for ready for Sept)</li> </ul>	£1972	The kits for children have been purchased and this has ensured that all children have access to a PE kit for their PE lessons. The use of this has been monitored and all children are participating in PE lessons in school kit. This has been important in giving the children a sense of belonging. Staff kit has allowed the teachers to look more professional when teaching	The spare children's kits have been fantastic in ensuring that all children participate in PE with a kit on. This kit should last for a minimum of three years. Staff kit will continue to be replenished every year that a new staff member joins and current staff will restock their own kit.

			their PE lessons.	
Raise the profile of school sport through an awards ceremony	<ul style="list-style-type: none"> <li>- Purchase trophies, awards and medals for to celebrate pupils' engagement and achievement in sport. Guest speaker for ceremony.</li> <li>- Regular use of the school website/social media for sharing achievements and examples.</li> <li>- Facebook Updates</li> <li>- Clear PE displays in school</li> </ul>	£356	The night was a huge success and allowed us to showcase all of the achievements from the year in PE and sport. All of the children really enjoyed receiving their awards and it was fantastic to have such a great celebration of the children's accomplishments across the year.	We have said that next year we would love to have a full key stage awards ceremony next year. This will allow more children to win some awards and have an even larger celebration next year. The ceremony was not expensive to run and the enjoyment of the children was fantastic to witness.
Raise the profile of school sport by hosting more competitions and inclusion events	<p>We want to host at least 1 of these events per term. These will mostly be intra-school events; therefore, all of our children will have an opportunity to participate. The groups of children participating will be tracked using an excel document.</p> <ul style="list-style-type: none"> <li>- Inter and Intra school tournaments</li> <li>- Link to house system</li> <li>- Wide range of different sports</li> <li>- Inclusion events e.g. disability sports</li> </ul>	£118	There has been a football tournament between us and Benfield this year and it was a success. The two schools have planned to do more events together in the next academic year. The children really enjoyed the tournament.	These are fantastic opportunities to allow children to participate in school sport, whether this is against other schools or other houses so increasing the number of these makes a lot of sense. Local schools will be contacted each term so that tournaments can be organised and we would like to have more inter-house competitions at school.
Achieve the 'gold' school games mark	<p>Criteria for 'gold' mark this year:</p> <ol style="list-style-type: none"> <li>1. Maintaining and growing your school's engagement in the School Games and your delivery of 60 active minutes for every child</li> <li>2. Creating positive experiences</li> </ol>	£200	The school has taken advantage of the school games membership this year, by attending all festivals and competitions possible. This has allowed over 150 different children in our	Next year, the school will be going for the gold award once more. The school must achieve four gold awards in consecutive years in order to achieve the platinum award, this is our



	<p>to ensure physical activity and competition provision is designed to reflect the motivation, competence and confidence of your young people and has a clear intent</p> <ol style="list-style-type: none"> <li>3. A clear focus on particular transition points (Yr.3 and Yr.7/8 as well as those in 3 tier systems) and how secondary schools are engaging in the School Games</li> <li>4. Creating positive experiences that support the character development of young people</li> <li>5. Advocated to key stakeholders how the School Games makes a meaningful difference to the lives of children and young people, including engaging and educating their parents</li> </ol>		<p>school to represent the school in one or more different events this year. The school kit has been worn, which has given many of the children a sense of belonging. There has been a high proportion of disadvantaged children attending, with at least one third of children going to an event being disadvantaged.</p>	<p>long-term goal. The criteria will be looked at next year if it changes once more, so that achieving the gold award is possible.</p>
<p>Increase the number of sports leaders to lead playtime activities</p>	<p>- To have at least 20 sports leaders who are able to lead playtime activities and help organise PE and school sport. Year 5 and 6 children only.</p> <p>- Integrate the current sports leaders into the playground setting regularly to run focussed sporting activities</p> <p>- Whistles to be purchased, and children taught a system in order to prepare their resources for their activities</p>	<p>£250</p>	<p>Eight new sports leaders have been recruited this year and passed a training programme run by JC. This was completed over a ten-week period. The children picked up a lot of leadership skills and these have been practised when helping out at events such as sports day. All of the children were presented with their sports leader awards at the sports awards ceremony.</p>	<p>New sports leaders from year five will be trained next year so that the school has a constant flow of sports leaders each year. This will be completed in the same way as this year because it worked very well. The current sports leaders will be used more efficiently next year, by having them more involved with the sports and physical activity that takes place on the playground, at lunchtimes.</p>

	<p>JC to train up new sports leaders in Autumn 1 via an after-school club over a period of 5-6 weeks, the children who are excited about the idea will apply through a letter. The children will receive the playmaker sports leaders' award and a certificate upon completion of the programme. A mix of high-attainers, disadvantaged and non-sporty children engaged with developing their leadership skills will be chosen.</p>			
<p>Create a social media platform that showcases PE and sport</p>	<ul style="list-style-type: none"> <li>- Use school PE iPads to take photos of PE lessons and school sport fixtures</li> <li>- Use of Facebook/twitter will showcase school sport and PE</li> <li>- Parents notified of upcoming fixtures/events/sporting opportunities</li> </ul>	<p>Free</p>	<p>There has been an Instagram PE account created for the school that has 185 followers that are nearly all parents. This has given them an insight into what the school does during PE lessons and the events that we go to.</p>	<p>We will continue to use these next year to take photos and videos of PE lessons and sporting events. In order to increase the amount of coverage across the school, we would like each year group to take pictures for social media each week so that every year group takes some photos of PE each half term.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Introduce a skills progression and planning resource which focus on the teaching of explicit skills, in order to further improve the quality of PE lessons for all children.	<ul style="list-style-type: none"> <li>- Get Set 4 PE training provided for all teachers in Sep 2022, and new subscription paid for 2022-23.</li> <li>- New learning intentions and 'PE ingredients' document to be shared with staff during inset day.</li> </ul>	£1100 Paid for 3 year subscription	This has raised the confidence of teachers to teach PE. Teachers are also using this as an assessment tool now so the school are developing their use of this planning initiative. The teacher voice has indicated that teachers are much better equipped to teach PE as a result of using this online resource.	The school will continue to use this resource for the next two years as it is a very useful resources and clearly outlines all components of the lesson and possible differentiation for each activity. Money has been saved this year by committing to a three year membership.
Improve teaching and learning in PE and sporting activities through quality CPD	<ul style="list-style-type: none"> <li>- Explore different CPD opportunities for a range of sports especially gymnastics</li> <li>- In house training – ECT mentoring from Jamie (Aut 1)</li> <li>- Get set 4 PE courses</li> <li>- FA courses for all staff – compulsory. These outline simple mechanics of PE. JM and JC to meet with TAs to talk about the courses and answer any questions and have professional discussions about the courses.</li> <li>-Cycling Level 1 course</li> </ul>	£50	All of these courses have allowed staff to gain vital knowledge to teach PE. The most informative sessions have been the PDM and inset day sessions, where staff have experienced practical lessons and the concepts in action. JM has attended the Level on cycling course, this has given him new ideas for next year and how a class/extra-curricular club will be run in the future.	Next year, there is a plan to spend more money on CPD training to upskill staff so that their knowledge and understanding of how to teach a good quality PE lesson increases.

Use our PE + School Sport Specialist to support and upskill class teachers, in order to further improve quality of PE lessons.	1:1 support for individual teachers provided by our PE + School Sport Specialist  Mentoring to start in Autumn one with JC to work alongside ECTs in turns.	£0	This training has been vital in raising the confidence of HLTA/ECTs to teach PE. All of the teachers said that they felt more confident now that they had spent a term each with JC and have put many of the things that they had been taught into practice.	There will not be capacity to release JC next year for this mentorship scheme. Therefore all staff CPD will be done through PDMs/inset days.
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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	
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?:
Implement the 'Bike It' project	<ul style="list-style-type: none"> <li>- Meet with sustrans to discuss how to launch cycling in the school</li> <li>- After-school clubs to start with BV</li> <li>- Second staff bike to be purchased</li> </ul>	£3000	<p>Bike it launch was very successful and now each class has had more opportunities to use the bikes. Sustrans have come into school to do some training on running class sessions. Staff have also been trained in the safety aspects of cycling so that safety is paramount in class sessions. JM has also been on a British cycling course and has learned about road cycling and maintenance of the school bikes, which he will be responsible for next year. The school now have five adult bikes, which were kindly donated by Sustrans.</p> <p>Next year, cycling will hopefully be integrated into the curriculum in some capacity so that the school can work towards all children knowing how to cycle before they leave in year six. The school also hopes to have more extra-curricular clubs, where children are able to cycle off site. Other staff will also attend a British cycling course in the Autumn term so that more staff are able to lead cycling sessions at school and off site. Lots of funds have been spent on cycling for the future, such as helmets, racking and cycling</p>



				qualifications.
Increase the number of confident swimmers in the school	<ul style="list-style-type: none"> <li>- Take advantage of free initiatives in B&amp;H</li> <li>- Highlight that all U16 swimming is free through newsletter</li> <li>- Offer extra swimming clubs to those in KS2 who are not confident swimmers (Summer 1 and 2)</li> </ul>	£1886. 21	The school has advertised the B&H free swimming initiative in the area this year and flyers have been sent out. Top-up sessions for the Y6 non-swimmers were completed at the end of the year, with the children becoming more confident in the water, but not at NC standards.	Next year, the school must find a way of ensuring that the Y6 children, who did not reach NC standard at the end of Y5, are able to swim competently before the end of the year.

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:
Purchase equipment to expand the curriculum activities offered	<ul style="list-style-type: none"> <li>- Equipment for curriculum PE to be replenished.</li> <li>- Basketball posts to be purchased for playground. (Summer Break)</li> </ul>	£3284.59	At the beginning of the year, all of the equipment was looked after very well, therefore the school did not have to replace lost stock. The children had the correct equipment for their lessons and this meant that the quality of their lessons improved as a result.	Towards the end of the year, lots of equipment went missing and had to be replaced, which caused the school to spend more money. Next year, the sports leaders will be used in another capacity so that equipment is taken out and put back properly so that less money will have to be spent replenishing what has been lost/damaged.
To continue to enable all children in KS2 to participate in competitive sport (including large numbers in inter-school competition), thus building physical literacy, self-confidence and teamwork skills	Transport costs for inter-school competition and experiences involving large numbers of Mile Oak children	£1445	Paying for transport has allowed the children to attend a range of different sports festivals and competitions. This has allowed many of the children to represent the school in a sporting event.	Next year, the school will look at more sustainable ways of attending fixtures and competitions so that more money can be spent elsewhere.

Signed off by	
Head Teacher:	Luke Lording
Date:	18/7/23
Subject Leader:	Joe McCusker
Date:	18/7/23
Governor:	
Date:	

Original amount given - £20,150
Total Spent – £16,286.51
Total carrying over - £3,863.49