

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Daily Mile track – This has increased the amount of time that children spend active throughout the school day by 10-15 minutes - Purchase of bikes – This will improve the different activities offered during curriculum and extra-curriculum time, the impact of this will be that the % of children who can ride a bike at Mile Oak will increase. - Number of clubs – More breakfast and after-school clubs have been offered to the children with a particular focus on disadvantaged children, therefore more sporting opportunities have been provided for these children. - Improved the range of sports offered during curriculum time, this will be further expanded in 2021-22. This will mean improved access for children with disabilities in PE lessons and an increase in sports that children become competent in. - Improved the quality of planning to support the teaching of PE. The impact of this has been that PE lessons have been more structured and the subject knowledge of teachers has increased. 	<ul style="list-style-type: none"> - Increase the percentage of PP children participating in school sport – this is only 38%, we want to increase this to 70-80%. - Increase the number of sports leaders in the school so that there are more active events during playtimes and more leaders around the school. The children in Y6 will become more confident and develop refined leadership skills. - Increase the number of children who are participating in an hour of physical activity per day. The children will learn the true value of physical activity and how this will contribute to their healthy, balanced lifestyle. - Improve the confidence of staff to teach PE (especially gymnastics and dance) through CPD both internally and externally. This will mean that the teacher’s subject knowledge increases and that higher quality PE lessons are provided for the children.

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

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

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? 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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	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: 2021/22		Total fund allocated: £20,524		Date Updated:	
<p>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</p>					Percentage of total allocation: 24%
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?:
100% of pupils to take part in the 'Active Hour a Day'		<ul style="list-style-type: none"> - Implementation of the Daily Mile Timetable – Times will be tracked once a week to encourage self-improvement - Completion of the daily Mile will be monitored and class competitions will be made to increase engagement across term/year. - Improvement in activity offered at playtime – Jamie to continue with sport of the week and sports leaders to provide activities for KS1 and 2 		£0	
Increase the amount of disadvantaged children participating in extra-curricular clubs from 38% to 70-80% so that engagement in sport improves across the school		<ul style="list-style-type: none"> - Complete pupil voice in Autumn 1 - Increase the number and variety of clubs offered in the Autumn term - Specifically target non-attending disadvantaged children before offering it to the wider school 		£2000	

Continue to develop breakfast club to encourage more pupils to attend school earlier (persistent late children) and get involved in physical activities	<ul style="list-style-type: none"> - JC to begin clubs from Autumn 1 targeting PP children specifically. - Seek any outside providers that could possibly come in to do a breakfast club - All staff to offer a club from Autumn.1 that will last for at least 10 weeks. - Fundamental movement skills should be targeted as this is an area for development of our school. 	£3000		
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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:
				24%

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 Profile of school sport in the community so that more children are engaging in sports clubs/teams.	<ul style="list-style-type: none"> -Passport system to be created and sourced by JC before Sept 2021 - iPads x 2 to be ordered by JM to be ready for Sept 2021 to increase pictures taken during PE and school sport. Purchasing these will support performance evaluation and feedback leading to further physical literacy across the school. JM/JC to source appropriate sport kit for children for school sport. FOMO support – JM to email. Ensure all staff wear appropriate sports kit for teaching PE. This will set a good example for the children. 	£3000		

<p>Raise the profile of school sport through an awards ceremony</p>	<ul style="list-style-type: none"> - Purchase trophies, awards and medals for to celebrate pupils' engagement and achievement in sport. Guest speaker for ceremony. - Regular use of the school website for sharing achievements and examples. - Link to house system - Facebook Updates - Clear PE displays in school -Brighton Uni contacts 	<p>£1000</p>		
<p>Raise the profile of school sport by hosting more competitions and inclusion events</p>	<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"> - Inter and Intra school tournaments - Link to house system - Wide range of different sports - Inclusion events e.g. disability sports - JM and JC to map out events and have a plan before end of 20-21 academic year. 	<p>£500</p>		
<p>Achieve the 'silver' school games mark</p>	<p>- Mile Oak will provide all students with two hours of Physical Education, school sport and physical activity per week inclusive of extra curriculum provision</p>	<p>£150</p>		

	<ul style="list-style-type: none"> - Engage at least 35% of pupils in extracurricular sporting and physical activity every week –Developing Competitive Opportunities - Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition. Organise a school games day. - Engage at least 10% of KS2 in leading, managing and officiating in School Games activity 			
<p>Increase the number of sports leaders to lead playtime activities</p>	<ul style="list-style-type: none"> - 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. - Integrate the current sports leaders into the playground setting regularly to run focussed sporting activities - Whistles to be purchased, and children taught a system in order to prepare their resources for their activities <p>JM to train up new sports leaders in Autumn 1 via an after-school club over a period of 8-10 weeks, the children who are excited about the idea will apply through a letter. The</p>	<p>£250</p>	<p>Sports leaders will have the opportunity to lead sports sessions for their younger peers (while maintaining social distancing rules and outside only).</p> <p>Sessions will build sports leaders' ability to model tasks appropriately including a specific focus on language acquisition relevant to the task.</p> <p>Leaders will also develop their skills in giving specific feedback on improving sporting performance.</p>	

	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.			
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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:
Continue to use 'Getset4PE' as a planning tool to increase confidence in the teaching of PE The expectation will be that teachers differentiate these plans appropriately for their class and to write these changes onto their lesson plans.	-Order the subscription for 21-22 - Try to make use of all of the other tools available to teachers on their service JM to conduct Teacher Voice to assess impact of 'Get set 4PE' (Summer 2).	£600		
Improve teaching and learning in PE and sporting activities through quality CPD	-Explore different CPD opportunities for a range of sports especially gymnastics -? Possible in house training - Get set 4 PE courses? JM/JC to provide PE coaching to ECT teachers so that their knowledge and confidence increases (Autumn 1) CPD needs will be gained through teacher voice, where they will rate their confidence in different areas of PE from 1-10. Less confident teachers will be targeted to improve practice.	£1000		

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:
Implement the 'Bike It' project	-Assign a staff member to be responsible for promoting cycling - Use sustrans to create clubs and activities BV to be the face of this new project and to look at staff bike to purchase. Send BV on cycling qualification.	£1000		
Broaden the childrens' experience of a wide range of sports and PE opportunities	-Use HLTA to offer specific sport and multi-sport clubs - Use TAs/Teachers to offer other clubs – this will be an expectation 21-22 academic year. -Source external coaches/companies to offer different activities - Have some taster days for different sports to give the children various opportunities	£4000		
Increase the number of confident swimmers in the school	-Train a staff member to become a qualified swim teacher – we do have 2 qualified swimming coaches employed by the school JM to check their qualifications. Hangleton to be contacted to see if their swimming facilities can be used.	£2000		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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"> -Badminton nets - Volleyball equipment - SEN sport equipment – Each year group to have half a term each year experiencing these different sports from Y3 upwards. <p>All equipment to be sourced by JM/JC. This new equipment will be pivotal in broadening the activities offered to our children.</p>	£3000		
Invest in more equipment for Reception/Y1 to further improve physical literacy	<ul style="list-style-type: none"> -JM to meet with reception Team to see what other equipment would be useful. Suggestions to purchase: -Hoops - Rackets - Lifting and carrying equipment for gross motor development - Pentagon play get set go blocks - Wobble boards - Scarves - Range of large balls - Different stepping stones to the river stones. <p>These pieces of equipment will improve the fine motor skills, gross</p>	£1500		

	motor skills and physical literacy of our children. Certain children to be targeted and encouraged to use certain pieces of equipment based on their physical literacy needs.			
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Signed off by	
Head Teacher:	Luke Lording
Date:	16.04.2021
Subject Leader:	Joe McCusker
Date:	16.04.2021
Governor:	Business Committee
Date:	20.05.2021