

# 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](http://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	£19620
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£19620
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19620

## 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><b>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</b></p>	<p>School swimming took place in Year 3 during the academic year of 2018-2019. As part of School swimming students practised safe self-rescue techniques. The data reported shows the attainment of students leaving primary school at the end of the summer term 2021. Despite these students taking part in swimming in Year 3 throughout 2018 &amp; 2019.</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><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 2021.</p> <p>Please see note above</p>	<p>% 23.3 (14 out of 60 students)</p>
<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>	<p>% 23.3 (14 out of 60 students)</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 23.3 (14 out of 60 students)
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?	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:		
<b>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</b>			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:
Activate – students to complete an activate session each day.	Teachers select different routines for the students to perform.		Year 4 pupils involved in an additional 15 minutes of exercise a day.	Activate embedded in the school day.
Bikeability training for Year 6	Encourage students to bike to and from school. Encourage students to make use of the bicycle shelter.		An increase in students bringing their bike to and from school.	Encourage students in Y6 to be using their bikes to travel to and from school.
Walk to school Bike or scoot to school + Beat the street.	Staff to record those students who are walking to school, so that they can achieve their badges. Beat the street introduced across the whole school.		Students receiving their badges when they achieve targets. As well as being, competitive with each other with regard to Beat the Street scores. Improved health, social and environmental benefits.	Students receiving their badges when they achieve targets. Beat the Street Awards.
Active lunchtimes for students.	A range of activities for students to be involved in at lunchtime.		Students involved in different activities at lunchtime e.g. Cricket, Netball, and Skipping etc.	Continue to organise activities for students at lunchtime so they can remain active.

Inter Class and Level 1 Competitions	Year 6 Mini football league	Use PE Equipment	Students involved in representing their class and participating in Level 1 Competitions, they gain confidence, discipline and self-belief.	Continue to organise Level 1 competitions throughout the year for student's to be involved in.
Playground Leaders Training	Y5 training at the start of the Academic Year.	Part of CHCC package	Improved confidence in leading activities as well as improved leadership skills.	Opportunities provided for students to 'lead' elements of PE lessons.
Yoga	Each class have sessions delivered throughout the year.		This provides students with a toolkit to develop a calm approach to their day. Develop strength and flexibility.  <b>WIDER IMPACT</b> Students are more active in PE lessons. Improved standards in PE. Attitudes to learning are improved. Students are less sedentary throughout the day. Develops movement skills. Improves muscular fitness and bone strength.	Maintain the programme for next year.

<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:
	%

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:

<p>Online Celebration Assembly to ensure the whole school is aware of the importance of PE and Sport and to encourage and inspire students to be involved.</p>	<p>Achievement celebrated in online Assemblies, achievements, results, certificates etc. presented.</p>		<p>Pupils enjoy being involved in the Assembly and having their successes celebrated.</p>	<p>Continue the commitment to fund Primary PE and School Sport.</p>
<p>Noticeboards and newsletters celebrating the success of our students and raising the profile of PE and School Sport.</p>	<p>Keep all of the displays and newsletters up to date with the relevant information, competitions, trips, successes and progress.</p>		<p>Noticeboards in the Corridor celebrate all of the events we have been involved in and the quality of PE provided. This encourages students to get involved and enjoy representing their school.</p>	<p>Continue to celebrate the amazing work that we are doing at Mayflower.</p>
<p>Role Models visiting school.</p>	<p>External coaches visiting school and delivering lessons.</p>		<p>We have worked with a variety of different providers that offer their services. This helps students to improve their physical skills and providing positive sporting role models.</p>	<p>Try to get a range of inspirational people in to school to talk to or work with children as well as attending events to inspire children.</p>
<p>Social Media – Mayflower Twitter</p>	<p>Update Social Media when taking part in events and during lessons in school so parents are well informed.</p>		<p>Allow us to share our activities and achievements with the wider community – parents, teachers, governors and other school etc.</p> <p><b><u>WIDER IMPACT</u></b></p> <p>Pupils are proud to be involved in assemblies and have their achievements displayed on the school website and school twitter etc.</p> <p>Increased self-esteem confidence has an impact on learning across the curriculum.</p>	<p>Keep making posts on Social Media to celebrate the achievements of Physical Education, Physical Activity and School Sport at Mayflower.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% 79.7
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:  £15632	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
School employs two specialist Sports Coaches to work with all of the staff in rotation throughout the year across the school.	Coaches work closely with staff and help to identify areas of training required.	£15632	Improved knowledge for Teachers and Teaching Assistants, so they are more confident when teaching PE. Increased confidence for running activities at lunchtimes and after school.	All staff will feel supported to be confident when delivering PE and Sport both within the Curriculum and School Sport.
Online CPD opportunities promoted to staff.	Online CPD opportunities promoted to staff. Links to resources and training shared via email.		Sports coaches and class Teachers have the skills and resources necessary to lead or organise lessons. Teachers more confident when teaching PE because of improved subject knowledge.	Staff continue to be offered CPD to develop their knowledge in different activities. Staff to identify if they require cover to attend courses.
Resources available for staff to access.	Safe Practice in PE Book available for staff.  Sports specialist develop lessons plans and units of work.	Part of SSP package	Resource available for staff to access.  Increased subject area knowledge.  <b>WIDER IMPACT</b> Skills, knowledge and understanding of pupils are increased significantly. Pupils enjoy Physical Education, Physical Activity and School Sport,	Purchase and make resources for staff to access to help develop subject knowledge.



			they are keen to participate, demonstrate and show a desire to learn and improve. Staff have the knowledge, skills and confidence to inspire children when participating.	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
13.1%

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:  £256.75	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved in Physical Education, Physical Activity and School Sport	Arrange for external coaches to work with staff in lessons and clubs .e.g. Chance to shine Cricket		A variety of extra-curricular clubs offered throughout the year, which are run by Teachers and Coaches. Engaging students in different Physical Activities such as gardening enables them to realise that they can be active at home.	Staff work together and share good practice, which develops confidence and staff more willing to support competitions and clubs.
A PE Curriculum, which is varied and progressive that offers a variety of sports/activities to pupils. Physical Education equipment purchased so students can access the curriculum and extracurricular activities.	PE Equipment purchased.	£256.75	Students have the opportunity to be involved in a variety of different sports and activities which develops their skills and knowledge. Students have the equipment needed to participate in Physical Education, Physical Activity and School Sport.	Hope to expand the range of extra-curricular clubs. Look towards introducing exiting new sports and activities into our curriculum Monitor what equipment needs to be replaced and/or purchased. Purchase equipment that is an investment required for the curriculum.

<p>Focus on those students who are sometimes reluctant to be involved in PE and Sport.</p>	<p>Students actively encouraged to engage in activity's, clubs and events they otherwise would not attend.</p>		<p>Students develop confidence to be more involved in Physical Education lessons and represent the school at Sport Competitions.</p> <p><b><u>WIDER IMPACT</u></b>  Students actively involved in Physical Education lessons.  Students want to be involved in Physical Education, Physical Activity and School Sport.  Reluctant students engaged in Physical Education, Physical Activity and School Sport.</p>	<p>Identify students who would benefit from a different approach to Physical Activity and <b>Provide</b> opportunities to engage students to develop confidence and passion for Physical Activity.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				27.5%
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:  £5401.54	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Enter a variety of virtual competitions and festivals through Leicester City SSPAN.	Entered many competitions provided though Leicester City SSPAN with events that are inclusive of SEND students.	£1550	We track all of the students who represent the school in these competitions.	Continue membership of Leicester City SSPAN.
Promotion of completeive sports through Crow Hills community college.	CHCC staff delivering engaging lessons and training as well as educating students about competitive sport.	£3500	We track all of the students who engage with this provider.	Continue membership of Crown Hills Community College.
Focus on SEND to ensure they are involved in competitions.	SEND students entered into all virtual events and competitions carried out in school.		SEND involved in festivals and competitions.	Continue to enter SEND specific and nonspecific events.
Scheduled Sports day	Competitive Sports days take place during the summer term.	£ 314.21 £ 37.33	All students participate in sport days. This provides ,Character development, Sportsmanship A Fun and enjoyable experience, Teamwork skills are improved and Physical skills are developed.	Continue to provide an annual sport day and continue to fund Medals.

			<p><b>WIDER IMPACT</b>  Improved standards in competition activities.  Girls engaged in Girl only and mixed competitions.  SEND involved in Disability competitions and other competitions.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Fatima Bham / Chris Arnold
Date:	06/10/2022
Governor:	
Date:	