

# 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](#).



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## Details with regard to funding

Please complete the table below.

St Mary's Catholic Nursery & Infant School

|   |         |
|---|---------|
| Total amount carried over from 2020/21  | £0      |
| Total amount allocated for 2021/22  | £17,800 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0      |
| Total amount allocated for 2022/23  | £17,791 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17,791 |

## 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> | N/A Infant school only   |
| <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 2020.</p> <p>Please see note above</p>  | % N/A Infant school only |
| <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>  | % N/A Infant school only |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | % N/A Infant school only |
| <p>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?</p>   | 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:   | 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:<br>3%   |  |
| 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:   |
| Encourage all pupils daily with a range of sports at break, lunch times and after school clubs   | <ul style="list-style-type: none"> <li>• Every year group to conduct daily mile</li> <li>• In class activities-Go Noodle, Cosmic Yoga, BBC Super Movers</li> <li>• Clubs offered, trial sessions offered as appropriate</li> <li>• Use of sports/play leaders</li> <li>• Rotas in place re outdoor play equipment/trim trail</li> </ul> | £0<br><br>£0<br><br>£0 | Pupil survey<br>School council minutes<br>MDS survey & feedback at meetings<br>After school club registers<br>Pupil enjoyment of activities-impact in improved behaviour, less accidents, increased enthusiasm and engagement.<br><br>To enhance enjoyment for pupils | <ul style="list-style-type: none"> <li>• Year 2 students to lead games with other classes (<i>SIP Autumn 2022</i>)</li> <li>• Continued CPD for MDS (SSSP)</li> </ul> Whole school assembly so all staff & pupils understand what they can and cannot do.<br>Zoning of playground/rotate use of equipment<br>Investigate risk assessment for trim trail and make sure all staff are clear so it is used more |

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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:  |
|---|--|--------------------|---|--|
|   |  |                    |   | 73%  |
| 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:   |
| To make sure children are aware of clubs and wellbeing opportunities that are taking place  | <ul style="list-style-type: none"> <li>Inspiring pupils to be active to feed into holistic approach to healthy lifestyles and choices</li> <li>Whole school celebration events, assemblies, sports awards events/website</li> <li>Workshops: Mindfulness, Yoga,</li> <li>Through a range of different clubs, competitions and workshops, offered throughout the year</li> <li>Workshops: Mindfulness, alternative multi skills and teambuilding/ Dance workshop.</li> <li>Coach to work with Leaders at lunch times</li> <li>Additional equipment purchased</li> </ul> | £0                 | More pupils participating in a variety of clubs in and outside of school                          | Continue to publicise clubs timetable and external club providers and holiday clubs                  |
| To encourage them to take place in different sports and relaxation techniques.  |  | £600               | Pupil enjoyment and exposure to new activities.   | Continue to book new enhancements that link to the curriculum or world events e.g. Dance Workshop    |
| To have active Year 2 Sports Leaders  |  | £4,306             | Increased participation by more children SEND/less engaged/less active/Mable group targets        | As PE equipment upgraded, older stock recycled for use on playground at lunch times/MDS involvement. |
| Gold Coaching Limited   |  | £7,712             | All children to have the opportunity to play with equipment every lunch time                      |  |
|   | To deliver high quality PE lessons according to the curriculum across a range of sports to give all children the opportunity to experience a range of sporting opportunities   |                    | All children to see high quality participation modelled to them and are supported with joining in |  |

|  |  |      |                          |                                |
|--|--|------|--------------------------|--------------------------------|
| Supply to release staff for training/attendance at courses | Upskilling of staff in terms of delivering outstanding PE lessons and confidence; extracurricular clubs (lunchtime and after school) | £398 | Upskilling teachers/ECTs | Continue with CPD for teachers |
|--|--|------|--------------------------|--------------------------------|

|  |  |
|--|--|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> | Percentage of total allocation:<br>27% |
|--|--|

| 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:   |
| Increase the confidence, knowledge & skills of all staff in teaching PE & Sport   | <p>Annual buy back Sports Partnership (SSSP)-Silver Membership</p> <p>1:1 teacher support from SSSP for identified teachers to support rollout of Real PE scheme.</p> <p>All staff have had staff meeting and showcase day to support roll out of Real Gym</p> | <p>£4,280</p> <p>£495</p> | <p>Enhanced teacher confidence enables the delivery of quality PE provision through effective planning and assessment</p> <p>Partnership has supported PE leaders across the Federation in completing equipment audits and planning equipment needs</p> <p>Staff audit</p> | <p>Order new/update equipment to ensure high expectations and teaching to be inspired and challenged</p> <p>Continue to benefit from Subject Leader meetings/Conferences/ Discussions</p> <p>Commitment to SSSP for further 2 x years 2021/2022 &amp; 2022/2023. Review at end of Summer term 2023</p> <p>September 2023</p> |

| 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?:   | Sustainability and suggested next steps:   |
| Additional achievements:<br>Contributions to specific equipment during the Reception Outdoor Learning/Play area;  | Climbing, balance and agility equipment incorporated into development   | Funded in 21/22    | More children active at break and lunchtime, as well as free flow<br><br>Different groups of children targeted<br><br>Artificial grass provides all year round access to the outdoor areas<br>Pupil enjoyment-imaginative play enhanced<br><br>Improve children's holistic wellbeing | Following the completion of works in the Autumn term 2022, pupils continue to benefit from equipment, lasting legacy for new pupils in years to come.  |
| Gold Coaching-motivated pupils and increased participation in competitive sport   | Wide range of skills offered enabling staff to plan a progressive sports focused curriculum that builds on children's prior learning and challenges them to learn skills and compete in a wider range of sports | As above           | Children participating in sports outside of school due to positive experience in school with Coach.  | Continue to build on broad range of sports to maintain pupil enjoyment. PE Survey each Summer term to gauge pupil opinion. Summer 2022 survey revealed 96% of pupils 'loved' Gold Coaching lessons |

| Key indicator 5: Increased participation in competitive sport   |  |                    |  | Percentage of total allocation:                           |
|---|--|--------------------|--|---|
|   |  |                    |  | %   |
| Inten<br>t  | 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:                  |
| Encourage school teams<br><br><i>Gold Coaching-see comments in Indicator 4</i>  |  | Included in SSSP   |  | Look for opportunities for sporting challenges for Year 2 |

|                 |                            |
|-----------------|----------------------------|
| Signed off by   |                            |
| Head Teacher:   | Shirley Hulme              |
| Date:           | 26 <sup>th</sup> July 2023 |
| Subject Leader: | Emma Heath                 |
| Date:           | 26 <sup>th</sup> July 2023 |
| Governor:       | Bernard Tomkins            |
| Date:           | 26 <sup>th</sup> July 2023 |