

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 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	£6308
Total amount allocated for 2020/21	£19590
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9772
Total amount allocated for 2021/22	£19520
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29292

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>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</p>	<p>Swimming lessons were restricted due to Covid 19.</p> <p>Lessons will be available to years 2,3,4 and 5 as soon as possible. This will also be dependent on pool availability.</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>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 2020.</p> <p>Please see note above</p>	99%
<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>	98%
<p>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?</p>	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: £19590		Date Updated:	
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					Percentage of total allocation: 9%
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?:
<ul style="list-style-type: none"> Educate children in the value and benefits of a healthy active lifestyle. Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. Use active lessons to increase physical activity levels and learning. Develop Play Leaders to support active playtimes. Raise awareness of the best places to take part in sport and physical activity outside of school. Provide opportunities for daily physical activity. To increase pupils' activity levels throughout the day. 		<ul style="list-style-type: none"> Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. Develop the PE curriculum to ensure lessons have a clear progression and skills are built up and developed over the unit of work and the primary phase. Build links with local community sports clubs through our PE subject leader. Purchase resources. Train play leaders. Hold assemblies on the importance of physical activity (link to RHE). 		£1750	<ul style="list-style-type: none"> Participation in out-of-school sports clubs was restricted due to the pandemic. On-line and recorded lessons (Sway) encouraged pupils to be active at home during lockdown. The majority of pupils (95%) took part in a virtual sports day. Pupil voice was very positive about the sports and PE offer during school closures (both remote learning and for those attending school).
					Sustainability and suggested next steps:
					<ul style="list-style-type: none"> As only a limited part of this key indicator could be completed, to continue the plan next year.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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:
<ul style="list-style-type: none"> • Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. • Use PE and sport to develop the whole person including thinking, social and personal skills • Use PE teaching to aid fine and gross motor skill development. • Use sporting role models to engage and raise achievement. • Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils). • High quality PE lessons delivered during curriculum time. • School staff better equipped/ more confident to teach PE in school. • Monitor use of whole school PE curriculum plan. • Play leaders develop younger pupils into becoming leaders themselves. 	<ul style="list-style-type: none"> • As a school we contribute funding to sustain the Middlewich Sport Partnership which provides the following opportunities: <ul style="list-style-type: none"> • Training for Play leaders • Working with PE subject leaders across the partnership • SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. • Employment of sports coaches • Continue to develop and use whole school plans and assessment. • Play leaders and Events team to run their own clubs for younger pupils at lunchtimes. • Play leaders and Events team to help run and record the events for Sports Day 	£2589	<ul style="list-style-type: none"> • PE physical activity and school sport have a high profile and are celebrated across the life of the school. • SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. • Continued progression of all pupils during curriculum PE lessons. • Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. • Play leaders are positive role models in the school. • Successful virtual day held – 95% of pupils able to participate. 	<ul style="list-style-type: none"> • As only a limited part of this key indicator could be completed, to continue the plan next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				31%
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:
<ul style="list-style-type: none"> • Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. • Purchase appropriate high-quality equipment in order to deliver high quality PE lessons. • Encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons. • Increase staff confidence in delivery of the subject. • 1:1 lesson observations to monitor staff effectiveness and confidence. • Questionnaire to monitor pupil and staff attitudes towards progression in PE. 	<ul style="list-style-type: none"> • Provide opportunities for staff to access CPD opportunities through the Middlewich Sports Partnership and other external providers. • Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. • Purchase quality assured resources to support teachers and support staff. • PE lead/sport coaches used to help upskill teachers through modelling lessons, team teaching, support with planning and observations. • Subject Leader to network across the authority and organise meetings to gain relevant information and share good practice. • Liaise with other local schools to share knowledge and expertise. 	£6000	<ul style="list-style-type: none"> • Due to school closure and staffing changes, many of the intentions were not implemented. • PE subject leader worked with SLT and sports coaches to develop a high-quality PE curriculum plan, taking into account the impact of school closure on lost learning for pupils. • Equipment and resources were purchased. 	<ul style="list-style-type: none"> • As only a limited part of this key indicator could be completed, to continue the plan next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31%
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:
<ul style="list-style-type: none"> • Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. • Provide additional top-up swimming for those pupils who have not met NC expectations. • Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport. • Provide additional links to Community Sports Clubs. • Children participate in festivals/ tournaments held in Middlewich Community. • Increase opportunities for KS1 children. • Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. • Children to take part in team building sports programmes and active residential trips. 	<ul style="list-style-type: none"> • Provide opportunities for children with SEND, DAPS, the least confident and the least active to attend exciting, varied and a new range of activities through the Middlewich Sport Partnership. • More pupils to attend swimming lessons during the school day. • Review extra-curricular activities through pupil voice/Y6 Events Team/Y6 Play Leaders/Y6 School Council. • Employ sports coaches to provide age and stage appropriate extra- curricular sporting opportunities and to improve sports skills in children through increased opportunities in school. • To keep the website up to date showing range of after school clubs currently on offer (changeable throughout the year) • Children to attend the extra- curricular clubs. • School to enter children into sporting festivals/ competitions. • Links made with coaches and outside clubs such as cricket and football. 	£6000	<ul style="list-style-type: none"> • After school clubs were limited to summer term due to government advice. • Swimming lessons were limited due to COVID-19 restrictions. • All children took part in a 'Festival of Sports' to experience a wide range of different sports to those learnt in lessons e.g. archery, handball, hockey, tag rugby and tennis. • Y6 pupils attended an outdoor pursuits residential and took part in kayaking, climbing, abseiling, and orienteering. • Y4 attended a centre to take part in high and low rope courses. 	<ul style="list-style-type: none"> • Make further links with sports coaches to provide after school clubs. • Purchase further equipment for wider range of sports (outdoor table tennis, orienteering equipment). • Additional top-up swimming provision for pupils who have not met the NC requirements.

	<ul style="list-style-type: none">• Purchase equipment to provide sporting opportunities during break and lunchtimes.• Pupils in Y3,4,and 6 to attend residential outdoor pursuit sessions.• Provide additional resources for a wider range of sporting activities.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
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:
<ul style="list-style-type: none"> • Provide opportunities for all children to challenge themselves through interschool sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. • Increased participation in Middlewich Community Partnership competitions. • Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. • Select children who we feel would benefit most from the opportunities available in the Middlewich Partnership events calendar. • Enter external events to give pupils the opportunity to compete against other schools. 	<ul style="list-style-type: none"> • Engage with partnership coordinator (Ali Denham) to attend competitions run by the Middlewich Sports Partnership. • Engage more staff to support attendance at competitions. • Use external coaches to run competitions to increase pupils' participation. • Ensure pupils get opportunities to take part in local competitive leagues, tournaments and festivals. • Regular (termly), interschool sports competitions for pupils across different sports. • To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school. 	£3251	<ul style="list-style-type: none"> • Inter school sports did not take place due to the restrictions of the pandemic. 	<ul style="list-style-type: none"> • Middlewich Sports Partnership intends to resume all interschool competitions when able to do in line with government guidance and staff availability.



Signed off by:	
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Date:	September 2021
Subject Leader:	Simon Swift
Date:	September 2021
Governor:	R. Bunn
Date:	September 2021

