

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

The Mead Community Primary School  
2022-2023

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 2021/22	£???
Total amount allocated for 2022/23	£??
How much (if any) do you intend to carry over from this total fund into 2022/23?	£??
Total amount allocated for 2022/23	£??
Total amount of funding for 2022/32. To be spent and reported on by 31st July 2023.	£??

## 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>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>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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	??%
<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: 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:
Regular Physical Activity will be a routine in the daily lives of children at The Mead.  Encourage a lifelong passion for physical activity	<b>P.E. lessons:</b> <ul style="list-style-type: none"> <li>Weekly P.E. skills based lesson taught by either the P.E. specialist or the class teacher.</li> <li>All P.E. skills based lessons to be planned by a P.E. Specialist.</li> <li>P.E. curriculum focuses on Fundamental Movement Skills (FMS) in KS1 and adapting these to sports in KS2 so has a big focus on being physically active.</li> <li>All P.E. lessons will be planned to raise children's heart rates for a sustained period of time.</li> <li>Support the quality improvement of EYS learning environments and opportunities provided to enable children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</li> </ul> <b>'Daily 15':</b> <ul style="list-style-type: none"> <li>Every class to do 15 minutes of vigorous exercise every day.</li> </ul>	Time to up-skill new PE TA in the curriculum.  Cost of teachers/TA/PE Specialist.          Time to up-skill class teachers in physical activities and daily mile.          Cost of badges	At the end of this academic year we will measure the impact towards this intent through: <ul style="list-style-type: none"> <li>Pupil interviews.</li> <li>Lesson observations.</li> <li>Pupil voice- Sports Council.</li> <li>Assessment data from fitness sessions and P.E. skills based</li> <li>Engaged in physical activity in BSC, ASC, clubs, Daily 15.</li> </ul>	Families and staff engaged in physical activity

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	<ul style="list-style-type: none"> <li>Once a week, this is to be running at least a mile.</li> <li>Recognition for class who achieves this best over each term.</li> <li>Teachers to be encouraged for one of these sessions to be 30mins.</li> <li>Sports Council to lead some virtual sessions.</li> <li>List of suggested activities given to all staff.</li> </ul> <p><b>Team Mead P.E. Ambassadors:</b></p> <ul style="list-style-type: none"> <li>Every class to be awarded a PE to promote Physical Activity in their class and school.</li> </ul> <p><b>Playtimes and Lunchtimes:</b></p> <ul style="list-style-type: none"> <li>A range of physical activities on offer led by staff, young leaders.</li> <li>Timetable of activities on offer to each class.</li> <li>Activities well resourced.</li> </ul> <p><b>Wrap around care:</b></p> <ul style="list-style-type: none"> <li>Physical activity on offer at Before and After School Club led by member of staff.</li> </ul> <p><b>Clubs:</b></p> <ul style="list-style-type: none"> <li>Reintroduce after school clubs that focus on giving all children a broad opportunity to be engaged in a range of sports and physical activities.</li> <li>Run by teaching staff and P.E. specialist.</li> <li>Planned and resourced with support of the PE lead.</li> </ul>	<p>(£50)</p> <p>Cost of staff to run activities.</p> <p>Resources (£200)</p> <p>Cost of PE Specialist And teachers leading wrap around care and after school clubs.</p> <p>Resources (£200)</p>		
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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:  
%

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
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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:
Attainment and progress is enhanced across the curriculum as a result of children being more physically active.  Impact on their spiritual, moral, social and cultural understanding.	<ul style="list-style-type: none"> <li>Regular activity embedded across the school: see above strategies.</li> <li>Increased P.E. links to the other subjects (Science, PSHE, Speaking and Listening, IT, Maths.)</li> <li>Develop way of measuring/ monitoring levels of Physical Activity and progress in the curriculum.</li> <li>Behaviours learned through the P.E. curriculum (fair play, sportsmanship etc.) applied across whole curriculum.</li> <li>Develop the learning about role models in sports from all cultural backgrounds.</li> <li>Promote awareness about health related issues</li> <li>Young leaders</li> </ul>	Time to up-skill staff (inset and staff meetings)  Cost of PE teacher	<p>At the end of this academic year we will measure the impact towards this intent through:</p> <ul style="list-style-type: none"> <li>Achievement is improved (SATS results and termly NFERs)</li> <li>Pupil interviews.</li> <li>Pupil voice- Sports Council</li> <li>Concentration, commitment, self-esteem and behaviour are enhanced (CPOMS)</li> <li>The profile of sport is raised so that all children are involved in some aspect of healthy living or fitness.</li> <li>Children understand the positive impact of physical activity on their wider learning.</li> <li>Staff make links between PE and other subjects across the curriculum.</li> <li>Positive behaviour and sense of fair play are enhanced.</li> </ul>	<p>Other subject leaders to identify how their subject can contribute to learning in PE and vice versa.</p> <p>Links to history and significant events in sporting history</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</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:







	<ul style="list-style-type: none"> <li>Keep up to date with Ofsted reports and government documents and disseminate any relevant information to the rest of the Trust.</li> <li>Monitor planning</li> </ul>			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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:
Provide a rich curriculum and extra-curricular activities that supports children's development and interests.	<p><b>Extra- curricular:</b></p> <ul style="list-style-type: none"> <li>Intra-trust sporting competitions.</li> <li>Participation in Wiltshire School Games were appropriate.</li> <li>Pay for West Wiltshire Partnership Sport Provision.</li> </ul> <p><b>Review the quality of our P.E. curriculum:</b></p> <ul style="list-style-type: none"> <li>The P.E. curriculum is inclusive and is designed to inspire and engage all pupils.</li> <li>Gauge pupil needs/interest – Sports Council, PE specialists, pupil interviews.</li> <li>LTP ensures that all skills are covered throughout the year.</li> <li>Our core principals are taught through a range of sports and activities.</li> <li>Opportunities to extend and develop talents are embedded.</li> <li>Use the new Statutory framework for the early years foundation stage to support colleagues in YN, R, 1</li> </ul>	<p>Non-contact time for PE team to organise participation in events (RA, letters, booking etc)</p> <p>Membership (c£175)</p>	<p>At the end of this academic year we will measure the impact towards this intent through:</p> <ul style="list-style-type: none"> <li>Children access a range of sporting activities and explore ones they enjoy in more depth.</li> <li>Disaffected pupils are re-engaged in sport and fitness</li> <li>Quality of teaching and learning through observations.</li> </ul>	<ul style="list-style-type: none"> <li>Children have an increased awareness of the opportunities in the community.</li> <li>Links are developed between school and the local community.</li> </ul>

and 2 in areas such as gross and fine motor to support early physical development. This is particular relevant for our children after lockdown- we need to find ways to allow children to explore movement. P.E. leads to adapt the progressive curriculum to incorporate these changes.

**Equality and Inclusion:** (Disabled, SEND, PP, AGAT, Hard to Reach, CNRB)

- Children with SEND will have opportunities across the year to attend events.
- Planning for Gifted and SEND pupils.
- Interventions and opportunities for those exceeding expectations
- Accessibility of all the activities.
- Use of TAs to support learning.
- Check equipment to ensure it meets the needs of our pupils.
- P.E. Policy ensures whole school inclusion.
- P.E. interventions with identified children including 1:1 mentoring and sensory circuits.

**Celebrating and recording curriculum**

**P.E.**

- Photos and comments to be in each class' floor book
- P.E. postcards sent home to recognise children's success in P.E. This might be physical skills or social and personal skills such as teamwork or sportsmanship
- Assemblies
- Team Mead P.E. Ambassador badges

	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Homework every term planned by the P.E. lead.</li> <li>• This will support P.E. being taught in school.</li> <li>• Increase family engagement with being active.</li> </ul> <p><b>Classroom based:</b></p> <ul style="list-style-type: none"> <li>• Ensure Signiant figures and equality and diversity is taught through P.E.</li> <li>• Develop quizzes with QR codes to support assessment of knowledge around social and personal skills.</li> </ul> <p><b>Wrap around care:</b></p> <ul style="list-style-type: none"> <li>• Physical activity on offer at Before and After School Club led by member of staff.</li> </ul> <p><b>Clubs:</b></p> <ul style="list-style-type: none"> <li>• After school clubs that focus on giving all children a broad opportunity to be engaged in a range of sports and physical activities.</li> <li>• Run by teaching staff and P.E. specialist.</li> <li>• Planned and resourced with support of the PE lead</li> </ul>			
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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:
Participation in CSL and West Wilts events as well as continuing intra-school and inter-trust competitions.	<p><b>Within school:</b></p> <ul style="list-style-type: none"> <li>Young Leaders and Sports Council run competitive activities at play and lunchtimes.</li> <li>Daily 15 competition between classes</li> </ul> <p><b>Trust- wide competition:</b></p> <ul style="list-style-type: none"> <li>Intra- trust virtual competitions.</li> <li>Target Disadvantaged children to include in competitions and enrichment opportunities</li> </ul> <p><b>CSL:</b></p> <ul style="list-style-type: none"> <li>Take part where appropriate.</li> </ul> <p><b>Celebrate achievement:</b></p> <ul style="list-style-type: none"> <li>Continue celebration board at Hilperton and introduce celebration display board at WF to celebrate in school and outside school achievements.</li> <li>PE celebration assembly bi-termly on both sites.</li> <li>Blog posts for the website and articles in newsletters.</li> <li>Certificates for participation in lunchtime activities.</li> </ul>	<p>Cost of specialist PE leader to provide lunchtime supervision.</p> <ul style="list-style-type: none"> <li>Travel costs between sites.</li> <li>Cover for staff to attend with the children.</li> <li>Non-contact time for PE team to organise participation in events (RA, letters, booking etc)</li> </ul>	<p>At the end of this academic year we will measure the impact towards this intent through:</p> <ul style="list-style-type: none"> <li>Opportunities to take part in competitive sports in an environment they feel safe and comfortable in.</li> <li>All children have the opportunity to participate in order to encourage them to take up the sport outside of school.</li> <li>Better outcomes e.g. win more competitions over the coming year.</li> </ul>	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	