

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

The Mead Community Primary School
2021-2022



Commissioned by the
Department for Education

Created by



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
- 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](https://www.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 by the end of the summer term or by **31st July 2021** at the latest.

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 in 2020- 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Specialist P.E. teaching at Hilperston Site. Class Teachers delivering the progressive curriculum planning at Wingfield Site. Lessons were delivered on Seesaw for every class every week during lockdown to mirror what was being taught in school. All activities posted by children were responded to be one of the P.E. team. Virtual intra- trust competitions (including fitness and football skills) for KS2. Daily 15 across most classes. Participation in the virtual Wiltshire School Games during lockdown. Some of our children achieved highly. Staff and families got involved in this too and it had a great community feel. Sports Day: a fun and competitive day. No family on site due to Covid measures but photos/videos and achievements were shared on Seesaw. Pupil voice through a strong Year 5 and 6 Sports Council at Hilperston. Children as leaders (Sports Council) leading peers in virtual activities. Children had range of opportunities to get involved in physical activity at playtimes. Positive attitude towards P.E. across both sites among children and staff. Staff are well aware of the benefits of physical activity post lockdown. Every year group having at least 1 PE session a week either in school or online. 'Phys' sessions established across the school in most classes. Very clear curriculum mapping at the end of last year to ensure most skills are covered. We prioritized some physical skills in after/during lockdown and therefore a degree of movement in the order the skills were taught over the year. Successful Schools' Direct Training with was done virtually over Zoom. Sharing of planning across the Trust. Regular meetings of P.E. leads across the Trust to share best practice. Towards the end of the year, when it was permitted we entered two fixtures within the CSL (cricket and golf). Children were selected to ensure a range of children are representing the school including SEND and DL. 'Events Over view' document successfully used to ensure a set procedure was followed 	<ul style="list-style-type: none"> Use the new Statutory framework for the Early Years Foundation Stage to support colleagues in YN, R, 1 and 2 in areas such as gross and fine motor to support early physical development. 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. This is particular relevant for our children after lockdown. P.E. leads to adapt the progressive curriculum to incorporate these changes. Reintroduce the Sports Council at Wingfield as they didn't meet in 2020-21. Reintroduce after school sports clubs so that children have wide ranging opportunities Reintroduce Fitness Friday/ Wake and Shake as a way to increase Physical Activity levels. Reintroduce participation in fixtures and competitions. Wingfield to have separate entry into many events. Reintroduce intra- sports competitions across the Trust face-to-face. 'Clubs Festivals and Competitions Monitoring' spread sheet used effectively to monitor which children are taking part in sporting clubs and events and to support our choices of who we select. P.E. home learning posted to the whole school on Seesaw. Reintroduce display boards and assemblies at both sites celebrating achievement in and out of school. Reintroduce Sports Leaders leading sporting activities on the playground. Prioritise Daily 15 mins of exercise for all children (led by Y6 or P.E. leads.) Develop a bank of activities that can be delivered in the classroom when there is adverse weather conditions. This will include some personal/social skills, learning about sports and sportspeople but also some physical activities. Continue to monitor children's fitness levels and develop ways to support those who are struggling. Review of our Outdoor and Adventurous curriculum. (The sequential offer of provision in each year group in order to develop skills and confidence progressively. This is also needs to be linked to topics and opportunities in the local area.)

when we entered events so that the organisation of it ran smoothly.	<ul style="list-style-type: none"> Swimming: After lockdowns and periods of pool closures, we need to ensure we have a clear understanding of current children who have met necessary standards. We then need to target children to reach the necessary standard before they leave in Y6.
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Did you carry forward an underspend from 2020-21 academic year into the current academic year? NO

Total amount carried forward from 2020/2021 £0

+ Total amount for this academic year 2021/2022 £ £20,080

= Total to be spent by 31st July 2022 £ £20,080

<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 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>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 2021.</p> <p>Please see note above.</p>	<p>We did not take the Year 6 children swimming this year due to the pool closures due to COVID-19 measures.</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>No</p>

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: £20,080	Date Updated: Sept 2021	
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:
			%
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>Regular Physical Activity will be a routine in the daily lives of children at The Mead.</p>	<p>P.E. lessons:</p> <ul style="list-style-type: none"> Weekly P.E. skills based lesson taught by either the P.E. specialist or the class teacher. All P.E. skills based lessons to be planned by a P.E. Specialist. 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. All P.E. lessons will be planned to raise children's heart rates for a sustained period of time. 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. <p>'Daily 15':</p> <ul style="list-style-type: none"> Every class to do 15 minutes of vigorous exercise every day. Once a week, this is to be running at least a mile. Recognition for class who achieves this best over each term. Teachers to be encouraged for one of these sessions to be 30mins. Sports Council to lead some virtual sessions. List of suggested activities given to all staff. <p>Team Mead P.E. Ambassadors:</p> <ul style="list-style-type: none"> Every class to be awarded a PE to promote Physical Activity in their class and school. <p>Playtimes and Lunchtimes:</p> <ul style="list-style-type: none"> A range of physical activities on offer led by staff, young leaders. Timetable of activities on offer to each class. Activities well resourced. <p>Step- counters:</p> <ul style="list-style-type: none"> Buy each class a step counter and introduce inter-class competitions (who does the most steps at playtimes?) 	<p>Time to up-skill new PE TA in the curriculum.</p> <p>Cost of teachers/TA/PE Specialist.</p> <p>Time to up-skill class teachers in physical activities and daily mile.</p> <p>Cost of badges (£50)</p> <p>Cost of staff to run activities. Resources (£200)</p> <p>Cost of 17 pedometers. (£100)</p> <p>Cost of PE Specialist And teachers leading wrap around</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"> Pupil interviews. Lesson observations. Pupil voice- Sports Council. Assessment data from fitness sessions and P.E. skills based Engaged in physical activity in BSC, ASC, clubs, Daily 15.
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	<p>Wrap around care:</p> <ul style="list-style-type: none"> Physical activity on offer at Before and After School Club led by member of staff. <p>Clubs:</p> <ul style="list-style-type: none"> Reintroduce after school clubs that focus on giving all children a broad opportunity to be engaged in a range of sports and physical activities. Run by teaching staff and P.E. specialist. Planned and resourced with support of the PE lead. 	<p>care and after school clubs. Resources (£200)</p>	
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Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				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>Attainment and progress is enhanced across the curriculum as a result of children being more physically active.</p> <p>Impact on their spiritual, moral, social and cultural understanding.</p>	<ul style="list-style-type: none"> Regular activity embedded across the school: see above strategies. Increased P.E. links to the other subjects (Science, PSHE, Speaking and Listening, IT, Maths.) Develop way of measuring/ monitoring levels of Physical Activity and progress in the curriculum. Behaviours learned through the new P.E. curriculum (fair play, sportsmanship etc.) applied across curriculum. Develop the learning about role models in sports from all cultural backgrounds. 	<p>Time to up-skill staff (inset and staff meetings)</p> <p>Time to up-skill new PE TA.</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"> Achievement is improved (SATS results and termly PUMA, PIRA and GAPS) Pupil interviews. Pupil voice- Sports Council Concentration, commitment, self-esteem and behaviour are enhanced (CPOMS) The profile of sport is raised so that all children are involved in some aspect of healthy living or fitness. Children understand the positive impact of physical activity on their wider learning. Staff make links between PE and other subjects across the curriculum. Positive behaviour and sense of fair play are enhanced. 	

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:

<p>Trust-wide cohesion with a focus on sharing good practice in use of the new P.E. curriculum, planning and assessment.</p>	<p>P.E. curriculum:</p> <ul style="list-style-type: none"> Has been written by Trust P.E. lead based on research and used with success last year. Main focuses are: <ol style="list-style-type: none"> 1: Fundamental Movement Skills 2: Sports (participation, tactics and knowledge of rules and role models) 3: Social and Personal Skills <ul style="list-style-type: none"> - Sportsmanship - Self-improvement, - Leadership - learned about health and fitness - anatomy and the science of sport LTP created for 2021-22 to ensure that all skills are covered across the year. Resources ordered to ensure successful delivery Use the new Statutory framework for the early years foundation stage to support colleagues in YN, R, 1 and 2 in areas such as gross and fine motor to support early physical development. This is particularly 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. Quality dance teaching lead by Arts Lead (Sarah Penny) though quality planning linked to topics. Outdoor and Adventurous curriculum. (The sequential offer of provision in each year group in order to develop skills and confidence progressively. This also needs to be linked to topics and opportunities in the local area.) <p>Assessment:</p> <ul style="list-style-type: none"> Has been written by P.E. specialist based on the curriculum. Needs some development around the understanding of what makes 'greater depth' and 'working towards'. Monitor/track children's progress and do data analysis- disadvantaged, GAT, boys/girls. 	<p>Cost of P.E. specialists to deliver curriculum.</p> <p>Cost of upskilling the PE lead in the new EYFS framework.</p> <p>Cost of P.E. lead to develop and to train PE TA to use.</p> <p>Cost of Arts Specialist.</p> <p>Non-contact time for staff to meet.</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"> Minutes from P.E. team meetings. Discussions with staff and staff survey. Teachers feel more confident in teaching P.E. and promote a range of sporting activities. Teacher subject knowledge and skills are improved. Subject leader demonstrates knowledge of subject standards and EYFS framework. Quality of provision is enhanced. Best practice is recognised and shared
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	<ul style="list-style-type: none"> Develop use of assessment to target children who need support in certain areas of the curriculum. Fitness levels assessment established and monitored with support for those children struggling. P.E. specialist support Class Teachers making judgments for annual reports. <p>P.E leads meetings:</p> <ul style="list-style-type: none"> Weekly meetings with The Mead P.E. team to share good practice, planning, assessment etc. Termly Trust-wide meetings. Attend PE Conference and CSL meetings. <p>CPD:</p> <ul style="list-style-type: none"> P.E. leads to support Class Teachers in delivering and assessing skills based P.E. and Daily 15. Termly check-ins and observations/Learning Walks. CPD needs identified and sought within the Trust and Trowbridge collaborative. <p>P.E. lead:</p> <ul style="list-style-type: none"> Keep up to date with Ofsted reports and government documents and disseminate any relevant information to the rest of the Trust. Monitor planning. 	Non-contact time for PE Lead.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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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>Provide a rich curriculum and extra-curricular activities that supports children's development and interests.</p>	<p>Extra-curricular:</p> <ul style="list-style-type: none"> • Intra-trust sporting competitions reintroduced face-to-face. • Participation in Wiltshire School Games were appropriate. • Pay for West Wiltshire Partnership Sport Provision. <p>Review the quality of our P.E. curriculum:</p> <ul style="list-style-type: none"> • The new P.E. curriculum is inclusive and is designed to inspire and engage all pupils. • Gauge pupil needs/interest – Sports Council, PE specialists, pupil interviews. • LTP ensures that all skills are covered throughout the year. • Our core principals are taught through a range of sports and activities. • Opportunities to extend and develop talents are embedded. • Use the new Statutory framework for the early years foundation stage to support colleagues in YN, R, 1 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. <p>Equality and Inclusion: (Disabled, SEND, PP, AGAT, Hard to Reach, CNRB)</p> <ul style="list-style-type: none"> • 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>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"> • Children access a range of sporting activities and explore ones they enjoy in more depth. • Disaffected pupils are re-engaged in sport and fitness • Links are developed between school and the local community. • Quality of teaching and learning through observations. • Children have an increased awareness of the opportunities in the community.
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	<ul style="list-style-type: none"> • P.E. Policy ensures whole school inclusion. • P.E. interventions with identified children including 1:1 mentoring and sensory circuits. <p>Celebrating and recording curriculum P.E.</p> <ul style="list-style-type: none"> • 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>Homework:</p> <ul style="list-style-type: none"> • Homework every term planned by the P.E. lead. • This will support P.E. being taught in school. • Increase family engagement with being active. <p>Classroom based:</p> <ul style="list-style-type: none"> • Ensure Signiant figures and equality and diversity is taught through P.E. • Develop quizzes with QR codes to support assessment of knowledge around social and personal skills. • Development of new indoor activities that are not physical (due to covid) that can support social and personal aspects of the PE curriculum. <p>Wrap around care:</p> <ul style="list-style-type: none"> • Physical activity on offer at Before and After School Club led by member of staff. <p>Clubs:</p> <ul style="list-style-type: none"> • Reintroduce after school clubs that focus on giving all children a broad opportunity to be engaged in a range of sports and physical activities. • Run by teaching staff and P.E. specialist. • Planned and resourced with support of the PE lead. 	<p>Cost of PE Specialist And teachers leading wrap around care and after school clubs. Resources (£200)</p>	
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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>Within school:</p> <ul style="list-style-type: none"> • Inter-class pedometer competitions. • Young Leaders and Sports Council run competitive activities at play and lunchtimes. • Daily 15 competition between classes <p>Trust- wide competition:</p> <ul style="list-style-type: none"> • Intra- trust virtual competitions. • Target Disadvantaged children to include in competitions and enrichment opportunities <p>CSL:</p> <ul style="list-style-type: none"> • Take part where appropriate. <p>Celebrate achievement:</p> <ul style="list-style-type: none"> • Continue celebration board at Hilperton and introduce celebration display board at WF to celebrate in school and outside school achievements. • PE celebration assembly bi-termly on both sites. • Blog posts for the website and articles in newsletters. • Certificates for participation in lunchtime activities. 	<ul style="list-style-type: none"> • Cost of specialist PE leader to provide lunchtime supervision. • Travel costs between sites. • Cover for staff to attend with the children. • Non-contact time for PE team to organise participation in events (RA, letters, booking etc) 	<p>At the end of this academic year we will measure the impact towards this intent through:</p> <ul style="list-style-type: none"> • Opportunities to take part in competitive sports in an environment they feel safe and comfortable in. • All children have the opportunity to participate in order to encourage them to take up the sport outside of school. • Better outcomes e.g. win more competitions over the coming year. 	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Alice Perry
Date:	September 2021
Governor:	
Date:	