

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



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:

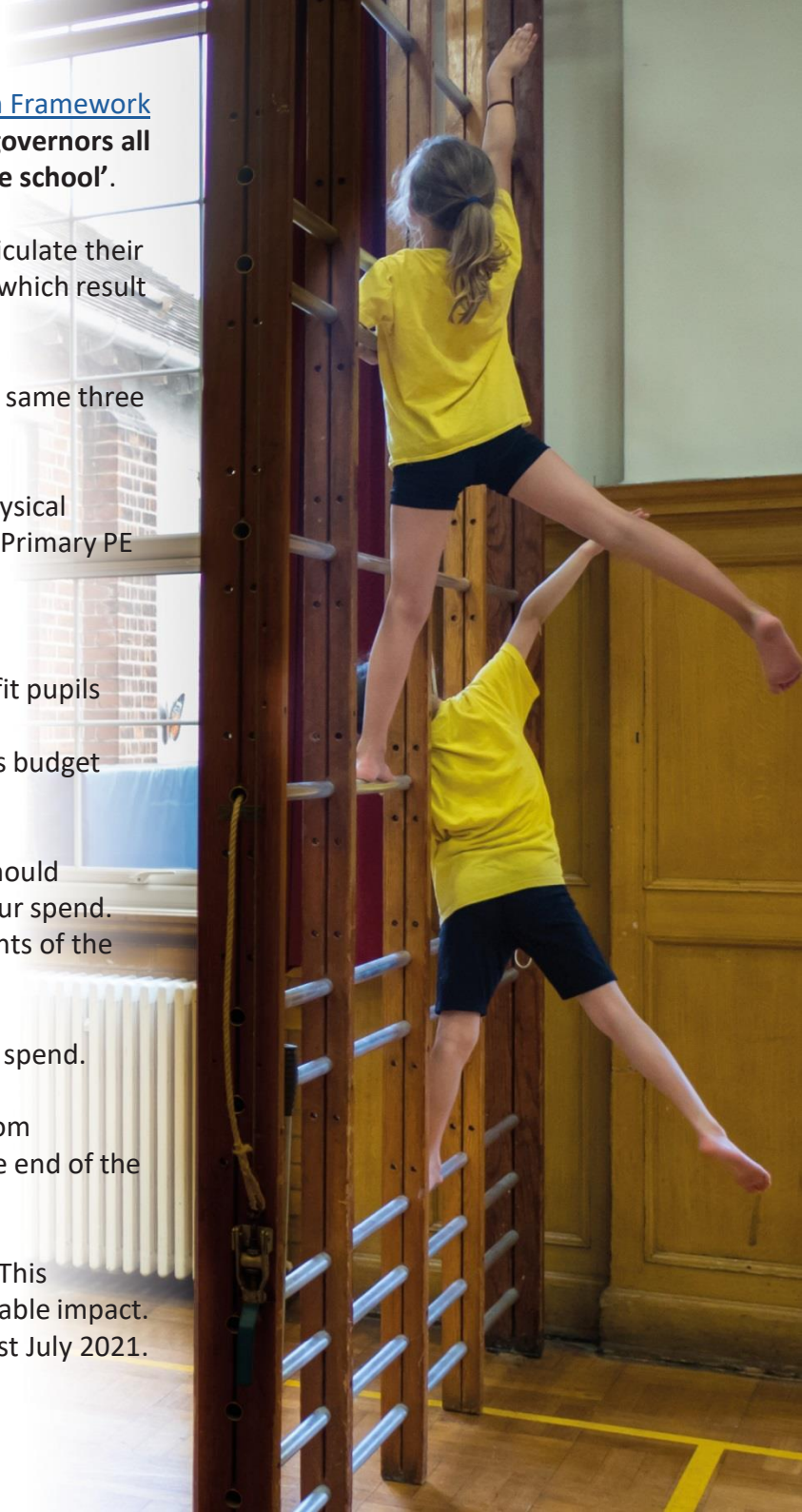
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](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 by the end of the summer term or by **31<sup>st</sup> 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 to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Excellent 96% of children being able to swim 25m leaving in 2020.</li> <li>• Pupils have been trained to be sports leaders during lunchtimes.</li> <li>• Retained the Gold Games Marks Award.</li> <li>• We introduced a 'Change4Life' club.</li> <li>• Bike-ability run effectively giving children competency and road safety skills.</li> <li>• Provided the children with a skipping rope of their own to use weekly for exercise and improving co-ordination, balance and stamina.</li> <li>• New Sport Apprentice undertaking many professional qualifications so he can offer a variety of lunchtime sporting opportunities.</li> <li>• We attended some out of school competitions organised by the School-Sport Partnership virtually.</li> <li>• Children undertook a variety of sports during the academic year until the outbreak of Covid-19.</li> </ul>	<ul style="list-style-type: none"> <li>• Children able to take part in a variety of quality coaching from GT Set.</li> <li>• To further improve fitness and healthy lifestyle of pupils, through skipping initiative due to pupils returning unfit after the effects of Covid-19.</li> <li>• To sustain Gold award in light of Covid-19 and to make reasonable adjustments for competitive sport in a school environment.</li> <li>• To provide children with greater opportunities for growth exposing them to a variety of different sports and games which they can play with minimal equipment during isolation and at home.</li> <li>• To increase participation of all children through fun games at playtime and lunchtime.</li> <li>• Give children monthly challenges from the Sports Apprentice and to encourage the apprentice to drive greater participation of children during both P.E lessons and lunchtimes.</li> <li>• To encourage pupils to become involved in sporting events outside of school via Gifted and Talented programme.</li> <li>• Develop the schools provision of 'Equality for All' especially in reference to Girls football. We have made an FA Pledge to provide both girls and boys with equal opportunities as and where possible.</li> <li>• Embedding sport across the National Curriculum.</li> <li>• Using GTSet – Grimsby Town Football Coaches to offer PHSE lessons to the children to improve and develop a more positive mind-set to learning and how sporting values can aid both mental and physical health.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO** \*

Delete as applicable

**Total amount carried forward from 2019/2020    £0**

+ Total amount for this academic year 2020/2021 £16,899  
= Total to be spent by 31st July 2021 £17,720

<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><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>Despite closures, we were able to provide swimming to our current cohort of Year 6 pupils. Our aim is to ensure that no child is left behind due to Covid19 and have, resultantly been able to offer a catch-up programme for all children in Year 6. Unfortunately Year 6 had to isolate so were unable to complete the full provision of lessons.</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>Previous amount was 11/30 but one pupil has left since so 10/30 in Year 4 (33.3% could swim 25m in Year 4)</p> <p>We have gained a couple of students (31 altogether) 5/31 children 16%</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>16%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>61%</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>	<p><b>Yes/No</b></p> <p>The plan is to take Year 4 and 5 (next year the children will be in years 5 and 6) Therefore we will carry some money over to ensure this can happen.</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: 2020/21		Total fund allocated: £17767.80	Date Updated: 31 <sup>st</sup> August 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: 49%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>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:</p> <p>We have purchased each child a skipping rope enabling them to get an extra 15 minutes of physical activity per day. We encourage them to also use these during playtime (15mins) and at lunch (30 minutes).</p> <p>We have also re-introduced the daily mile (a minimum of twice per week). We have taken part in the race around the world from We are building cardio-vascular fitness and co-ordination drills.</p> <p>We have the GT Set coaches providing each class an additional 20 minutes of physical activity during lunch. Each child therefore has a guaranteed 30 minutes per day and if they take the additional challenges an extra 30 minutes on top of this twice a week. We also had a sports apprentice supporting this for the first two terms.</p> <p>We purchased playground equipment to support this additional physical education demand. We ran an afterschool sports club for Year 6 boys and Year 6 girls to achieve our pledge of getting more Girls involved in football. Sports Apprentice ran daily sensory circuits for the first two terms to support pupils with either a physical or mental learning difficulty supporting them through physical development.</p>	<p>We employed a Sports Apprentice for the first two terms to lead physical activity at playtimes and lunchtimes. They trained Sports Leaders from Year 5 and 6 to deliver these games during playtime and dinnertime.</p> <p>We have brought in expert coaches from the local football club to lead sporting activities at lunchtime which invite the children to play games taking part in physical activity without realising.</p> <p>GT Set Coach The apprentice will deliver daily 10-15 minute sessions for targeted pupils based on a sensory or developmental need.</p>	<p>Sport Apprentice's Wages (£6500)</p> <p>GT Set (£500 for dinnertimes)</p> <p>Skipping Rope Purchases. (£203)</p> <p>Additional Playground games equipment. (Total spend £239)</p> <p>Inclusive of the cost are the foam balls £55 £185 spend for sensory circuits.</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Pupils are now less reluctant to engage in physical activity. They are encouraged by the coaches to participate each session. The Sport Apprentice takes down the numbers of children engaging in physical activity during each session. All children are taking part in physical activity each day inclusive of skipping, Daily Mile or through their own P.E lessons. To tackle obesity, Year 6 are having an extra PE lesson which all pupils participate in. This was captured after each term via the Sports Leaders and pupil voice.</p>	<p>We are developing the daily-mile to help build children's stamina and running technique.</p> <p>We want to build PE into the wider curriculum and embed it across other parts of the curriculum such as maths. Active learning in literacy or maths is also something that we want to explore into 2021-22.</p>

We purchased a range of balance bikes for EYFS and other playground equipment to encourage them in more active play, increase balance and core strength which supports them in their transition to formal learning. The balance bikes also help ready them for learning to ride a bike.	Bikeability coaches were brought in so the children were taught how to use the bikes correctly.	£635 for balance bikes and other equipment.	Staff reported a massive improvement with nearly 75% of children being able to ride a bike when they left reception. It also improved their independence and co-ordination.	
<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:
				10%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Use Owen Denovan to come and train staff in Sports Apprentice (limited initially due to Covid19).  Sport Leader to undertake FA Pledge for Girls' Football Clubs.  Storytelling with Disney Stories brought to life via active storytelling.  Entry of the active challenges from the School-Sport Partnership looking at encouraging entrants from all pupils where possible to enter into personal best competitions.	Owen in school to model some lessons in P.E for Sports Apprentice to support her in delivering the aims of the school.  After school girls football club taking place with more participants than boys 65% of Year 6 girls attend.  (Inclusive of £1650 fee to SSP) Sports Apprentice to record and enter competitions challenging personal best.	As part of the SSP Gold Members Package £1650.  £100 approx  Free for schools.	Owen came in to meet the Sports Apprentice, she commented how useful it had been for her to deliver improvements in her playground games. There was improvement in her games after observation from the Co-ordinator.  We have an attendance of 65% of our girls taking part. They are regular attenders and love playing the game.  We had a significant amount of children receive at least one certificate across a multitude of activities. See St Mary's Sporting Challenges to see some of the winners. Many children were able to get certificates and develop a love of sport.	We know that Gymnastics, Orienteering and Dance are historically poorly taught we will be looking to send teachers on courses with SSP whom we subscribe with for 2021-22.  There is still a lot more CPD we can offer staff but the priority was ICT and Wellbeing. From September 2021, a return to competitive sports should see opportunity for staff training.  Continue to offer Sports Clubs to a variety of Year Groups in sport.  Liaising with GTFC Sports coaches, we need to continue to identify which children would benefit from doing more regular exercise than they do at home.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
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 change?:	Sustainability and suggested next steps:
<p>Due to Covid19 this area has been most challenging to evidence because of the nature of how Sport is taught at St Mary's. We use expert coaches from GT Set to teach our lessons and therefore as an external provider, they do not need training by St Mary's.</p> <p>We planned to spend a percentage of our budget on acquiring new supplies such as badminton, Boccia and Gymnastic mats which will help us to train staff adequately in these areas. We wanted to develop our use of net games by purchasing equipment that would allow us to do so before Covid19 prevented our delivery of this training.</p>	<p>With the effects of Covid19, staff focused on ICT and pupil wellbeing so our training potential in this area has been more limited. We aim to use Owen Denovan to come and train staff in Literacy and Numeracy activities in P.E.</p>	<p>As part of the SSP Gold Members Package £1650.</p> <p>£4317 spent on restoring equipment supplies</p>	<p>We trained up the Sports Apprentice to give her the skills to take part of a lesson on her own. She worked collaboratively and in conjunction with GT Set coaches shadowing their work to boost and benefit her skills as a coach. Due to unforeseen circumstances, she left her post early and has not being replaced.</p>	<p>We will identify what training the staff feel they will benefit from in 2021 September and plan a series of CPD that takes this into account.</p> <p>Owen Denovan (SSP) to come in to deliver net games training in 2021 and gymnastics to show us how to maximise the equipment we have recently purchased.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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 change?:	Sustainability and suggested next steps:



<p>Additional achievements:</p> <p>We were able to provide through an external provider:</p> <p>Bikeability for Year 5</p> <p>Bikeability plus balance for EYFS</p> <p>Swimming for Year 6</p>	<p>We wanted all year 5 children to be able to ride a bike.</p> <p>We gave all EYFS children a course over several weeks to develop their balance and co-ordination skills on bikes.</p> <p>A course of 5 lessons will enable and ensure that no child is left behind and should be able to swim 25m before they leave St Mary's.</p>	<p>£735 for Year 5 to participate in.</p> <p>£630 for the course.</p> <p>£1,150 for the course and coach fees.</p>	<p>We had 18/24 children take part. The other 6 could not ride a bike at all so it was too dangerous for them to do this course.</p> <p>All EYFS staff said the sessions were extremely beneficial for the children's physical development.</p> <p>Following on from this we also purchased £635 of equipment for EYFS (with approximately 70% of this spend on bikes for them to continue to learn to ride with). This included basketball hoops, bowling and quoits to develop hand-eye co-ordination skills which would also be needed for biking.</p> <p>Unfortunately, Year 6 had to isolate so were unable to complete the full provision of lessons. Only 16% were able to achieve 25m when they left at the end of Y6</p>	<p>In 2021 we need to catch-up the Year 5 children who did not obtain the required safety standard and let them take part with Year 5 next year to ensure they do not miss out.</p> <p>Continue to run the programme for Bikeability plus balance in 2021. It was very effective.</p> <p>Swimming is booked for current Years 4 and 5 for 21-22 academic year to ensure two year groups will not miss out due to the effect of Covid19.</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			7%
Intent	Implementation	Impact	
<p>This year's competitions have focused on competitive personal best with the children competing against themselves due to Covid19 and safety. Therefore, we have tried to ensure whenever possible access to different sport within their lessons whilst also ensuring fitness is maintained.</p> <p>Ignite Day for Year 6 mental health.</p> <p>A Chance to Shine from Lincolnshire Cricket Club.</p> <p>Gifted and talented for Cricket for Year 5 (2 Students attending)</p>	<p>Expose to Ignite half day session led by Owen Denovan (SSP) for Year 6 to aid mental development.</p> <p>Steve Crossley from Lincs CC came to deliver this session from Years 1-6 for a day for free.</p>	<p>SSP (£1,650)</p> <p>(No cost necessary)</p> <p>Cost of Gold membership for SSP.</p> <p>Our data from the Advent term showed 10% improvement in fitness from initial values for the whole of KS1 and KS2. GT Set collected the figures and co-ordinator collated them.</p> <p>Children gained a chance to learn the skills and game of cricket and were exposed to playing this game.</p>	<p>We want to expose children to a wider variety of sports both within school and through our association with local clubs and School-Sport Partnership.</p> <p>Continue to identify the gifted and talented children at St Mary's continue to develop and broaden all children's experiences in different variety of sports such as cricket.</p> <p>Next year, we want to try and include more reference to disabled sport.</p>

Signed off by	
Head Teacher:	Sarah Pollard
Date:	September 2021
Subject Leader:	David Mickleburgh
Date:	July 2021
Governor:	Richard Mellows
Date:	September 2021

Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  Active Partnerships  
LOTTERY FUNDED