

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](#).

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Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18,990
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21000

Swimming Data

<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>	Swimming data is from 2018/2019 when this cohort last went swimming; swimming was cancelled last year due to COVID19.
<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>	74 %
<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>	81%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	87%
<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

Academic Year: 2020/21		Total fund allocated:		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: 7.6%
Intent		Implementation		Impact	
focus	actions to achieve	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:	
To increase the engagement of children in regular physical activity during break and lunchtime (active minutes)	To purchase equipment which can be used during unstructured times to encourage children to be active during break and lunchtime.	£1534.79	Children more active at break and lunchtimes within bubbles.	Develop house competitions system at Oakgrove Primary where all children are given more opportunities to compete against others in their year groups during break and lunchtimes. (N/A due to COVID and mixing, Jan 2022)	
Access to high quality resources during PE sessions and break times and lunches. Sufficient quantity of resources to enable access for all.	All sports and activities taught in PE sessions to be fully resourced. All pupils have access to sufficient resources to be able to engage full in the curriculum		Equipment audit by PE lead links to planning.	Continue to monitor equipment to ensure items not missing/damaged through use in COVID bubbles (most equipment replenished Jan 2022)	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				60.7 %
Intent	Implementation		Impact	
Focus	Actions	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Specialised PE teaching in all year groups to raise outcomes in PE	Teacher of sport employment	£12,285.21	Our teacher of sport has allowed the teachers' skills and abilities in a wide range of sports to be increased with targeted support teaching PE.	Renewal of our membership with MKNSSP in order to be able to keep accessing latest best practice from local providers and to be able to network effectively. Focused CPD to ensure staff confidence in delivering all aspects of PE.
Raising the profile of PESSPA across the school.	Sporting success and participation is celebrated within assemblies to ensure that all children are recognised for their contributions.		This has increased the engagement of pupils and encouraged them to have a positive attitude towards PE and school sport.	The impact of the School Games Mark will ensure sustainability in the planning, monitoring and continuous development of high-quality PE and recognised outstanding practice and innovation in physical education and sport. Promote a positive message to the local community and other schools for sport for the next year. Second year of gold will start our journey towards Platinum award. (Put on hold due to COVID19)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11.96 %
Intent	Implementation		Impact	

focus	Actions	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<p>Raised attainment and increased enjoyment in PE for all children</p> <p>Staff's confidence and ability developed to teach a wider range of physical activities and sports to a higher level, thereby increasing the quality first learning opportunities for the children to excel.</p> <p>All staff signposted to CPD opportunities within sport and PE through our subscription to Milton Keynes School Sports Partnership.</p>	<p>Short term planning in place for all units of work. Ensure all PE paperwork & long-term planning is up to date - Curriculum map - PE planning - PE coordinator folder & handbook</p> <p>All staff, including teachers, teaching assistants and lunchtime staff, offered opportunity to attend at least one school sport INSET session per year.</p>	<p>£3000 to MKSSP</p>	<p>Children in most cases are working at the standards expected of their age group and showing enjoyment in PE. This will be evidence by observation and analysis via school systems.</p> <p>Children are more active during PE lessons.</p> <p>Staff feel more confident delivering PE.</p>	<p>Ensure curriculum links with secondary as part of the all-through curriculum and continue utilising links at secondary to improve PE and extra-curricular programme.</p> <p>(Meeting half termly to discuss and considering transition activities in summer term)</p> <p>Focus on training staff who support breaks and lunchtimes post COVID to ensure activities are available for all during unstructured times.</p> <p>Increase CPD in PE post COVID</p> <p>DP tun run CPD opportunities for teaching staff. (DP running twilight during spring/summer)</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 16.9%
Intent	Implementation		Impact	
Focus	Actions	Funding allocated:	Evidence of impact	Sustainability and suggested next steps:
All children have access to weekly sporting opportunities, covering a variety of sports skills. All sports areas are fully resourced to enable maximum participation with appropriate equipment for each key stage.	<p>Develop regular extra-curricular programme alongside the MKSSP festival schedule.</p> <p>Use external providers to support: Brazilian Soccer, Premier Sport, Teddy Tennis, Sporty Scholars and MK basketball/</p> <p>Work with secondary site for facilities/transition/ specialists</p> <p>Purchase equipment to ensure breadth in the curriculum.</p>	£2170	Children have regular attendance to after school clubs. This increases both fitness and skill development as well as their mental and social wellbeing.	<p>Ensure a broad offer of clubs for all children throughout the year.</p> <p>Ensure links to local clubs to encourage further participation outside of school setting. Review and offer new activities/clubs</p> <p>(New clubs, 60% of KS1 & 2 children have attended at least one club)</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
focus	Actions to achieve	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<p>All children to experience competitive sport</p> <p>Continued promotion of local sports clubs.</p>	<p>Attend SSP festivals to compete against other schools. Develop links with local primary schools to increase competitive opportunities.</p> <p>Promotion of clubs through signposting, and leaflets sent out to parents</p>	<p>£ Covered within MKSSP Membership</p>	<p>Most events we scheduled were cancelled due to COVID-19. Pupil feedback suggested that they enjoy participating in competitive activities in school and during PE lessons. Some competitive opportunities were offered late in the summer term.</p> <p>Higher uptake in children participating in sporting activity through local clubs/ organisations within the local community.</p>	<p>Broaden the range of opportunities and increase the number available each year. Lead planned events and enter as many external events as possible. Sports Awards for the end of year celebration assembly Captain badges to instil leadership.</p> <p>(New clubs and curriculum adjusted to offer new opportunities EG UKS2 badminton, Jan 2022)</p> <p>Monitor individual children to ensure they are competing both in school and externally.</p> <p>Assessment sheet created with external fixtures & clubs monitored (Jan 2022)</p> <p>Introduce children and parents to external providers to progress children following our school competitions.</p> <p>(Clubs signposted Jan 2022)</p>

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