

# St. Mary's CE Academy

'Excellence through faith & learning'



## 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:

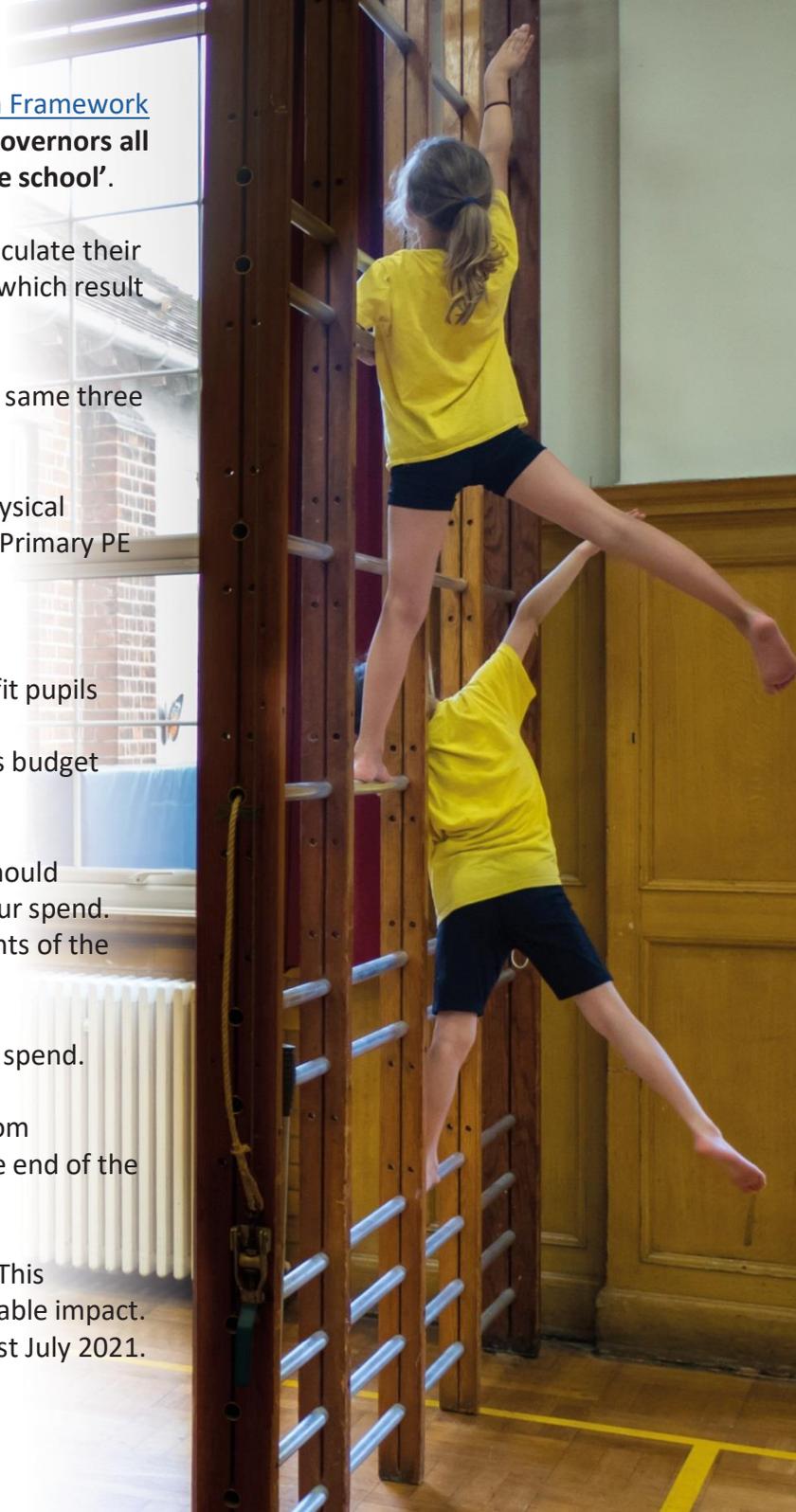
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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>• Improved the lunchtime and playtime provision for Key Stage 1 pupils to ensure they are active during breaks</li> <li>• Created assessment spreadsheet on Arbor- Termly levels (WTS/EXS/GDS)</li> <li>• Increased daily activity by providing staff with an 'active interventions' booklet</li> <li>• Children able to take part in a range of activities ran by Arches- stacking cups/rugby</li> <li>• Children took part in Active Travel Challenge</li> <li>• Children took part in the Skipathon Challenge</li> <li>• Children given the opportunity to be active during lockdown. Active timetables posted online.</li> <li>• Beat the Street</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the activities and extra-curricular sporting events that all pupils attend. Use this data to target inactive and vulnerable pupils</li> <li>• Target inactive/vulnerable children by creating a 'Change for Life' club.</li> <li>• Promote healthy eating by running a healthy food club with families</li> <li>• Promote 'healthy schools week' by running different activity 'taster' sessions</li> <li>• Introduce intra-school competitions</li> <li>• Increase pupil voice (questionnaires/sports council)</li> <li>• Develop team teach opportunities</li> <li>• Develop links with two local sports clubs/organisations</li> <li>• Develop outdoor education for OAA</li> <li>• Begin to use assessment spreadsheet on Arbor</li> <li>• Monitor levels of activity through use of questionnaires</li> <li>• Develop Sports Council</li> <li>• Increase lesson drop ins</li> </ul>

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

Total amount carried forward from 2019/2020	£0.00
+ Total amount for this academic year 2020/2021	£17,260.00
<b>= Total to be spent by 31st July 2021</b>	<b>£17,260.00</b>

<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>The Y4 class (2020-21) did not attend swimming classes as a result of partial school closures due to COVID19.</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. Please see note above.</p>	<p>58%</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>74%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>100%</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>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: 2020/21		Total fund allocated: £17,260		Date Updated: 15.06.21	
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: 59%
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:
To increase the physical activity of all children.	To purchase playground markings.	£4000	Activity and participation levels increased at playtimes. Cross-curricular links. Children have developed their counting/number skills, phonics skills and ability to work as a team.		<ul style="list-style-type: none"> <li>•Monitor the activities and extra-curricular sporting events that all pupils attend. Use this data to target inactive and vulnerable pupils</li> <li>•Target inactive/vulnerable children by creating a 'Change for Life' club.</li> <li>•Promote healthy eating by running a healthy food club with families</li> <li>•Promote 'healthy schools week' by running different activity 'taster' sessions</li> </ul>
	To purchase Key Stage 1 dance stage and equipment.	£1700	Physical activity of girls increased. Promoted engagement and enjoyment.		
	To purchase equipment for Key Stage 1 children to use at play and lunch times.	£2000	Physical activity increased. Children have enjoyed playing with a wider range of equipment. Team working skills, collaboration etc increased as a result.		
	To purchase Key Stage 1 play time storage.	£300	Children able to easily access resources. Promoted independence.		
	To create a Change for Life club.	£600			
	To purchase a range of less traditional equipment for Change for Life club.	£400			
	To purchase a wider range of KS2 playtime equipment so that they	£515			

	can access a wider range of sports.  To purchase hobs and utensils to run healthy eating/change for life club for children and families	£600	Unable to take place during COVID 19.  Unable to take place during COVID 19.  Unable to take place during COVID 19.  Unable to take place during COVID 19.	
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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:  
6%

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:
All pupils will make good or better progress in PE. Children will be enthusiastic about taking part in PE and sport both within the curriculum and extra-curricular activities.	To release PE coordinator for 5 days (x 2 CPD sessions) (x 6 half days (one per half term) to arrange half termly competitions, monitor physical activity of all children in school, plan drop ins and to analyse assessment data each term to know which children to target for increased activity).	£1000	Able to lead the subject, improve physical activity and children's experiences.	Create assessment spreadsheet- Termly levels to monitor progress Monitor the physical activity that each pupil in school participates in (questionnaire re. out of school activities/club attendance registers). Develop Sports Council-journalism/pupil voice. Increase lesson drop ins Arches to support with lesson observations.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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:
Purchase Arches Platinum Package to provide guidance and expertise on Sports Premium funding plus allows participation to Network events for pupils and meetings for Subject Leaders.	To provide the PE coordinator with a deeper knowledge of her role.	£2160	Provided PE leader with a deeper knowledge of her role. Supported with Sports Premium Funding and enabled children to participate in different activities, e.g. stacking cups/rugby during the Summer term.	Ensure that all Network meetings/events and CPD is attended. Ensure that knowledge is shared with staff Plan for regular staff meetings to share knowledge
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11.5%
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:
Additional achievements:  Increase the variety of extra-curricular school clubs	CPD for staff to increase the quality of teaching and learning in gymnastics by team teaching with experienced coach.  Children can achieve gymnastic badges.	£2000	Unable to take place during COVID 19.	Ensure that this can be done when bubbles are allowed to mix.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11.5%
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:
Increase the number of children participating in competitive sport.	To allow all children to take part in a range of competitive sports/competitions.  Sheffield Federation for School Sports membership  Host Sports Day in an alternative venue to ensure all pupils participate in a competitive sports activity this year	£625  £60  £1300	Competitions unable to take place due to COVID. Competitions have taken place in different ways- Arches ran several sessions to different year groups during the Summer Term. Promoted engagement and enjoyment in physical activity.  Unable to take place during COVID 19.  Unable to take place during COVID 19.	Ensure that this can be done when bubbles are allowed to mix.

Signed off by	
Head Teacher:	K Sargent
Date:	18.6.21
Subject Leader:	Lauren Mansell
Date:	18.6.21
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Date:	1.7.21