

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



**Mercenfeld
Primary
School**

Updated December 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](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. **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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Details with regard to funding

Please complete the table below.

| | |
|---|----------|
| Total amount carried over from 2020/21 | £ 0 |
| Total amount allocated for 2021/22 | £ 18,790 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 0 |
| Total amount allocated for 2021/22 | £ 18,790 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 18,790 |

Swimming Data

Please report on your Swimming Data below.

| | |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety. 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. 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 | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above | 66% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 52% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 52% |
| 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? | Yes |

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: £18790 | Date Updated: 12/10/2021 | |
|--|---|------------------------------|--|--|
| 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 | | 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 engage children in a variety of different sports in extra curricular activities. For children to experience new opportunities in PE | PE co-ordinator completed Boxercise training in order to run an after school club. | £320 | | Equipment to last for several years and staff member to attend annual refresher (free of charge) to continue to run club. |
| | Employment of coaches to lead extra curricular clubs. | £3125 (25 weeks) | | Children to develop love of sport and school staff to help with running of future clubs. |
| Engage children in Foundation stage in physical interventions aimed at improving motor skills and confidence in PE | External company employed to deliver Physical Literacy sessions to children in EYFS for half a term initially. | £2070 | | Long term impact on children within PE lessons and other lessons across school. |
| Improve resources available for pupils to use at break and lunch times | To buy balls and equipment for children to use at break and lunch time in order to engage them in physical activities at these less structured times. These resources can be used by Sports | £100 | | Children to use these for the duration of the year to ensure extra physical activity. Sports co-ordinators and sports leaders trained to use these effectively at break and lunch. |

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| | Leaders at lunchtimes to deliver more structured activities. | | | |
|---|---|--------------------|---|---|
| Invest in new equipment to develop Physical Development and PE across the school | Improve the facilities and equipment available for the school. Specific focus on improving outdoor areas for physical activity. | £3575 | | Equipment and facilities to be available for future years. These areas can be used at break times as well as in lesson times. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 4% |
| 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 ensure the longevity of resources so they are available for lessons in the short term and are still in good condition for years going forward | New PE Outdoor storage for the new equipment which is purchased | £800 | | Storage area to be maintained carefully to ensure longevity of storage and resources that are stored. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|--|
| | | | | 1% |
| 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: |
| New Scheme of work being used in PE across the whole school for both indoor and outdoor PE sessions. Resources, coaching cards, videos and session plans ready for all staff to use. | All staff to be delivering PE scheme across school (Twinkl Move). | £0 | | Staff to be confident in delivery of scheme and to link their planning with whole school progression. Plans to be adapted as scheme of work changes. |
| Staff CPD to be undertaken alongside the Orienteering programme which gives staff a recognised qualification. | Teaching staff to complete CPD from Enrich. SP to then complete CPD with some support staff. | £100 | | Staff to be confident in using Orienteering programme and this can be applied in future years. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 40% |
| 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 ensure that a wide range of sports can be delivered in PE lessons and extra-curricular activities effectively. | PE resources to be bought and stored. New equipment bought to be used when delivering new PE scheme across the school. Resources also to be purchased to be used in the school's 'Beehive' nurture group to ensure that children in these groups have access to PE and physical activity resources. | £4090 | | Equipment to be stored in new storage to ensure that it lasts and is looked after carefully. Equipment to only be replaced when necessary to ensure that it is not left un-used. |
| Delivery of Catch-up Swimming for Year 6 pupils | To help fund the catch-up swimming programme for those children in Year 6 who could not swim 25m when they participated in swimming lessons in Year 4. | £500 | | Higher percentage of Year 6 pupils able to swim by the end of the year. Ensure that catch up programme is available for future year groups. |
| Implementation of Enrich Orienteering programme. | Maps to be produced for whole school and also separate course set up for EYFS/KS1. Cross curricular lessons to also be available through orienteering courses. All classes to deliver half term of orienteering lessons in PE. Potential after school club to be set up too. | £1900 | | Maps will be available for school in future and durable orienteering courses in place for future years. |
| Funding for transport for children to attend swimming lessons (as authorised with finance team at BEP) | Children to be transported to swimming lessons at King Edward swimming pool (Coalville) for 12 weeks | £1080 | | More children to be able to swim 25m including catch up group. This will hopefully reduce the number of children who will need catch up sessions in the future. |

| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| To give the children opportunities to take part in competitive sports within school and at external competitions. | Registration to School Sports Partnerships (HBSSPAN) Funding of a link person within the Bradgate Education Partnership to help with the organisation and running of PE and school sport across the trust. | £880 £250 | | Competition within school to be developed to ensure all children are exposed to competitive sports. Continue to achieve gold/platinum school sports awards. |

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| Signed off by | |
| Head Teacher: | Mrs Chorlton |
| Date: | 21.12.21 |
| Subject Leader: | Mr Perkins |
| Date: | 21.12.2021 |