

Love Determination Responsibility Respect Kindness Friendship Honesty

St Michael's C of E Primary School

A collage of three circular images showing children engaged in physical education. The top-left circle shows four girls in dark blue tracksuits crouching on a green field, ready for a race. The top-right circle shows a child swimming in a pool, wearing a green swim cap. The bottom circle shows a boy in a wheelchair holding a basketball, with another child in a wheelchair visible in the background.

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:

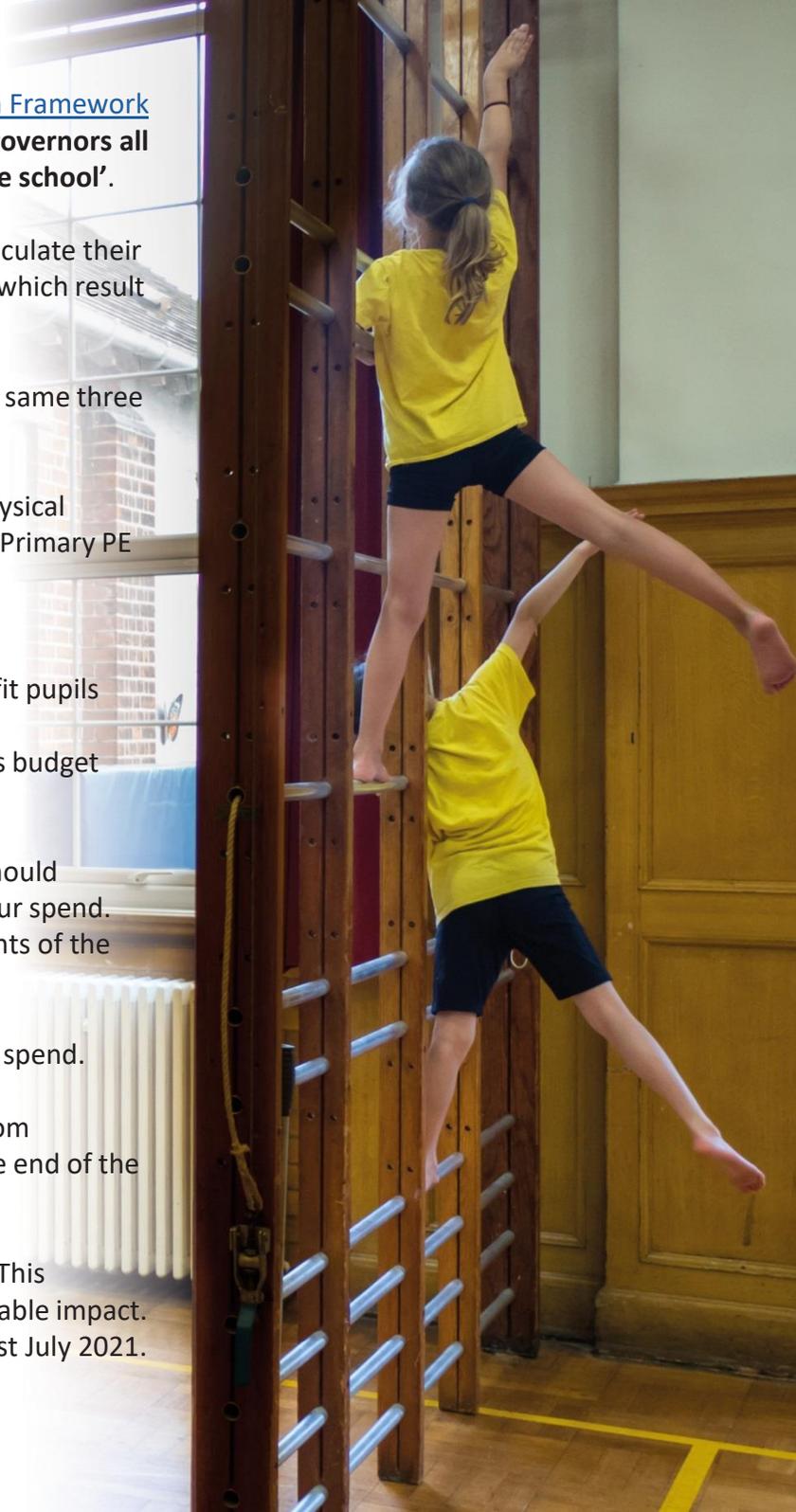
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Continue with CPD training opportunities for existing staff from qualified sports coaches: hockey coaches (prior to lockdown) and Adam French</p> <p>Implementation of achieving PB scores for all pupils through daily timed running or skipping</p> <p>Increase in participation of intra- and inter-school sports competitions (until lockdown)</p> <p>Introduction of an 'Intra-Sport' award for the boy and girl who represented the values in the Sainsbury's School Games</p> <p>REAL PE-Jasmine assessment-training provided for staff</p> <p>Y6-cycle training – Autumn Term 2019</p> <p>Karate training introduced during partial school opening June/July 2020</p> <p>Specialist sports coach provided pre-recorded on-line coaching throughout lockdown from March to June 2020, returning to live coaching from June 2020</p>	<p>Introduction of Health and Wellbeing Ambassador pairs from each year group (Sept 2020)-meet once every short term to discuss physical sport and mental wellbeing (student voice)</p> <p>Offer a variety and ability level of extra-curricular sports, after consultation with the student body, so that all pupils want to take part which will take place once Covid-restrictions have been lifted</p> <p>Engagement with sports outside the curriculum for all pupils with the intention that every child experiences physical activity via an extra-curricular club at least once an academic year</p> <p>Ensure PE provision engages all pupils by upskilling staff and ensuring ongoing training needs are addressed</p> <p>Continue to update the resources currently in school to ensure the level of sports provision can continue</p> <p>Further develop outdoor provision for youngest children in school – focus on Year 1 and Reception outdoor areas, working in partnership with New Marston Pre-School</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Total amount carried forward from 2019/2020 £1,588

+ Total amount for this academic year 2020/2021 £1,968

= Total to be spent by 31st July 2021 £3,556

<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>* Y6 teacher asked pupils</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>63%</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>37%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>15%</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: 2020 - 21		Total fund allocated: £17,715 £15,367 projected expenditure to July 2021		Date Updated: June 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: £13,144 – 74.2%	
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 :	
Pupils to be aware of the relationship between physical activity and learning		Y6 Health and Wellbeing Ambassadors tally type of (active) journey to and from school, once per term to report		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all		Purchase of additional PE resources to support PE sessions e.g. balls/hockey sticks. All sports and activities taught in PE sessions to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in lessons. Equipment audit by PE coordinator linked to planning		£1,388	
Access to increased range of high quality resources to facilitate active play		Purchase of additional playtime resources and replacement of lost or broken resources. Children have access to a wider range of resources which encourage active play both on the		£360	
				Mornings: children are more inclined to be (biologically) ready to learn after physical activity. Improvement in pupils' health and wellbeing.	
				Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons.	
				Feedback includes increased participation by pupils in use of throwing and catching equipment Continued monitoring of playtime activities and freshening up of new	
				Sustainability and suggested next steps:	
				Implement across all year groups with drive to increase percentage of active travel. Personal Best-increase participation across the year.	
				Continued monitoring of PE resources for wear and tear · Purchasing plan to ensure all sports are adequately covered	
				Training of Lunchtime staff to facilitate active play (INSET)	
				week-rota for classes to	

	<p>playground and on the school field during the summer months. Children's play is more active.</p> <p>Ongoing development of fixed outdoor equipment</p>	<p>£1,796</p>	<p>resources to ensure continued interest and participation. (Pupil voice in HWA meetings)</p>	<p>experience active sports session once per term</p>
<p>Access to high quality resources during extra-curricular clubs. Enough quantity of resources to enable access for all</p>	<p>Each member of teaching staff to lead a physical activity club at least one term per year; resources to be ordered by PE Coordinator for club use. No clubs during Sept to May 2021.</p>		<p>Clubs restarted June 2021, including lunchtime clubs for Y5/6 to increase participation</p>	<p>Funding for sports coach to run (Wednesday or Friday) lunch time active sports sessions once per term</p>
<p>Every child has access to high quality PE delivery by trained external specialists as well as upskilled staff</p>	<p>Adam French-Inspire Sport working with every class during the school year. Provision continued for children in school in January to March 2021, with live on-line sessions for children at home.</p> <p>Karate coaching weekly for 2 classes</p>	<p>£9,600 by end July 2021</p>	<p>Pupil engagement with physical active PE sessions is high</p>	<p>Further staff training on active PE sessions</p>
<p>Movement breaks</p>	<p>Daily running or skipping scheduled for each year group by class teacher;</p> <p>Active curriculum sessions such as Maths, PSHE and R.E; GoNoodle and similar resources used in KS1</p>		<p>Movement break-impact on learning, especially in afternoon sessions</p> <p>Motivation to achieve PB certificates</p> <p>For those pupils not-motivated to run, walking encouraged and the benefits of physical activity on mental wellbeing; Example: all Y6 children were motivated to participate in active RE and PSHE sessions which entailed walking/running to an area on the playground which indicated a response</p>	<p>Continue to plan movement breaks into all curriculum areas</p> <p>Continue involvement in national Daily Mile events, Youth Sport Trust</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£122 0.7%
Intent	Implementation		Impact	
To be inspired by, and exposed to, a range of world sporting events such as Euros, forthcoming Olympics, tennis championships, etc.	Planning to focus on values, sports and athletes to inspire children to take up sports. Plan curriculum in class work around sporting activities Book elite athletes		Cancelled due to lockdown	Plan timetable overview for the whole year in order for children to be exposed to different sports and sports people
Celebrate success of sporting achievements (as well as those outside of school) in whole school assemblies, newsletters, internal display board and Class Dojo	Engagement in celebrating the values of the Sainsbury's School Games to inspire others; participation in virtual and in-person sport competitions; Sports Day Trophy for Girls/Boys Sports person of the Year Trophy for boy/girl who embodies values of School Games	£52-supplies for cross-country event £70 awards	Cross-Country Virtual competition-champions Enhanced self-esteem Inter schools football tournament: Boys-2 nd placed team Girls – player of the tournament	Continue to participate in intra- and inter-school events Aim for Level 3 competitions
Improve children's emotional and mental wellbeing through a mixture of teacher-led and specialist visitor led workshops	'Prayer Space' activities to reflect on mindfulness activities and mental wellbeing - adapted in Covid times by provision of materials to each class		Self-soothing/self-regulating strategies observed by pupils taking themselves to Reflection Corner and using the selection of activities provided by 'Prayer Space' workshop	Book a series of workshops which focus on children's mental health. All children supported to improve concentration, health and mental wellbeing. Develop teacher expertise on delivering wellbeing and mental health sessions; gather bank of resources
Facilitate participation and improved engagement for specific disadvantaged and SEND children in lessons and clubs	Disadvantaged are supported in accessing extra-curricular activities whether it be through supporting financially attendance at clubs or provision of sports equipment or kit Ensure SEND children's targets are taken account of in PE planning and provision		Opportunities for attendance at sports club allowed specific children to engage in physical activity during school holidays	Monitor take up of disadvantaged children for extra-curricular clubs and target children who do not participate. Monitor success and engagement of SEND children in PE sessions and adjust provision over time
Improve quality of provision in Pre-	Meeting held to plan for purchase of a			Continue to develop resources

School, EYFS and Year 1 outside areas to encourage active learning	range of larger play equipment for enclosed outside area that facilities balance, strength, agility and team building skills in EYFS children. Full implementation planned for 2021-22	£5,000 allocated for 2021-22 financial year. Grant funding also sought		over time and develop children's skills and use of equipment
Increased use of the Forest School area to support the curriculum and children's mental health and wellbeing	Each class is allocated a slot per week. Creative skills and number skills encouraged with natural materials.		Forest school space is used more frequently in planned curriculum activities, active learning and extracurricular activities	Continue to develop the space to make it purposeful and effective in supporting the curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£581 – 3.3%
Intent	Implementation		Impact	
A sustained commitment to improve the quality of existing PE teaching through continuing professional development in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have exposure to a broader range of activities. (REAL PE)	Provision of relevant externally provided training, supporting resources and teaching aids. School swimming training for 1 teacher	£245 Real PE- Jasmine £336	Pupils have at least 2 hours of core PE lessons each week in all Key Stages with the role of PE and Sport seen as central to creating healthy and active learners. 3 staff now fully trained for when swimming lessons resume	Staff agreement for approach to PE lesson delivery and assessment before training new staff members Staff confidence-complete an initial assessment and re-assessment in order to assess impact
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£1900 – 10.7%
Intent	Implementation		Impact	
Year 6 children offered cycling training leading to increased confidence when riding bikes on roads and general cycling skills. Forge links with community offers of physical activity and offer to pupils (self-discipline)	Training provided by Bikeability Karate lessons taught on termly rota	Free £1,900 by end July 2021	100% pass rate Exposure to enjoyment of another sports discipline. Y4 teacher observed positive impact on SEND children	Leaflets and advice on cycling and road safety sent home · course booked for next academic year for incoming Year 5 Investigate introducing swimming to all KS2 years (COVID-19 catch up) New relationship with Oxford Hawks (hockey) starting September 2021

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			£0 – 0%
Intent	Implementation	Impact	
To attend local sports competitions to work alongside and compete against other local schools.	Lunch time coaching for Y6 football teams. Transport to events planned and paid for so no cost to pupils. Member of School Games (Grant Thomas, School Games Organiser)	Due to lockdowns, involvement in external sports events minimal. However, Y6 and Y4 participated in: Quadkids Football Tournaments Football Games Change4Life Y6 girls football team started this year came 5 th of 9 in interschool tournament	Plan for future events and opportunities. After school clubs planned to prepare children and teams for competitions. All children in year 5/6 given opportunity to compete and represent the school. Re-establish summer football tournament when Covid restrictions allow
Continued promotion of local sports clubs. Encourage children take up of sports outside school.	Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families.	Limited opportunities because of Covid-19 restrictions/lockdown	Work closely with local clubs and coaches to promote the opportunities in local area. Publicise local clubs and events.

Signed off by: Head Teacher: Rosalind Owen

Subject Lead: Samantha Hastings

Governor: Freda Hughes

Date: May 2021