

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

2020-2021



**Mundford Church
of England Primary
Academy.**

Commissioned by



Department
for Education

Created by



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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

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 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 2020** 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 2020. 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.

| | |
|---|---|
| <p>Key achievements to date until March 2020: COVID: changed this and Callum provided sports within bubbles.</p> | <p>Areas for further improvement and baseline evidence of need:</p> |
| <p>Children took part in a multitude of cluster sports events before COVID stopped meetings: The children came 3rd in the cluster tag rugby competition, we had five children get in to the final of the County cross country. We attended multi sports day for the children in Keystage One. Swimming has been rolled down to the younger years allowing children to become water confident earlier on, we continue to take those in the higher years swimming if they have not got their 25m. CPD: teacher taught alongside Callum to help promote football, hockey and rugby. Play leaders: had been developed by Callum and were leading playtime and lunchtime games for younger children. High volume of children wanting to do after school clubs- with a variety being offered. During Lockdown: a virtual programme of study was developed- linked to cluster sport, allowing children to compete in their homes and gardens. Virtual sports day was hosted and children took part in wider fitness- Joe Wicks, Cosmic kids yoga.</p> | <p>Developing sports with in bubbles- giving a breadth and depth of learning with COVID restrictions. Develop more virtual links for competitions and competitive sport. Enhance learning opportunities – revamping piece of equipment and adding newer pieces to explore different sports for children to try- Fencing, archery. Zoning playground at playtime and lunchtime- providing different sporting activities. Buy new scooters for the playground- PTA?</p> |

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> | |
| <p>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.</p> | <p>88%</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>88%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>88%</p> |

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| 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: 2020/21 | | Total fund allocated: £17,400 | | Date Updated: | |
|---|---|--------------------------------------|--|---|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: 3.2% |
| Intent | Implementation | | Impact | | Sustainability and suggested next steps: |
| 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?: | |
| <p>Healthy mind, Health body healthy me. How to sustain a healthy life style and the positive impacts sport and exercise has on mental health.</p> <p>To provide children with a variety of different sports to try.</p> | <p>Combining a focus on this using PSHE, RSE and PE.</p> <p>Completing the daily mile for fresh air and exercise. School day has been changed dramatically and breaks are taken as and when needed.</p> <p>Tents and shelter purchased for outdoor learning even in bad weather.</p> <p>EASP- provide P.E sessions for Y2 up to Y6 and clubs for each of these bubbles on alternate days after school.</p> <p>Taking part in online cluster events, to allow competitive sport to continue but within keeping with COVID restrictions.</p> <p>Update equipment for children to use- better resources.</p> | | <p>£560- healthy eating resources and mental health resources.</p> | <p>Children will have a good understanding on the benefits of exercise to the body and the mind.</p> <p>More children will take up sport outside of that provided in school.</p> <p>Children will be able to talk about the effects of sport on their lifestyle. Projecting good self-image and a positive sense of self.</p> | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|---|---|--|
| | | | | 25.8% |
| 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?: |
| <p>Providing different sporting opportunities for children to experience with in the school environment. <i>COVID restricts outside competitions and some clubs.</i></p> <p><i>All children from year 4 up to be able to swim at least 25m</i></p> | <p>Purchasing new equipment and using existing sports equipment to develop different sporting skills and techniques.</p> <p>Continue to take younger years swimming for the spring and summer terms to encourage children to be water confident earlier. Continue to take older children not reaching the goals swimming also.</p> | <p>£ 2000- for new equipment where needed.</p> <p>£2500 for swimming costs.</p> | <p>East Anglian Sports partnership will provide a variety of learning experiences for the children within their bubble. They will be given tasters of more unusual sports.</p> <p>Equipment will be provided where needed.</p> <p>Children will be water confident and able to swim at least 25m.</p> | Sustainability and suggested next steps: |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|-------------------------------------|---|--|
| | | | | 65% |
| 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 upskill and support members of staff with different sports- from building on skills to mini matches and full games. | EASP working with staff to provide different sports – encouraging all children to find a love of sport. Provide online training opportunities for staff. | £11,340 (Amount for EASP) | Staff will feel enabled to teach skills of games less familiar to them. They will offer a breadth and depth of different sports to the children in their bubble. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| 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: |
| Providing different sporting opportunities for children to experience with in the school environment. <i>COVID restricts outside competitions and some clubs.</i> <i>All children from year 4 up to be able to swim at least 25m</i> | Purchasing new equipment and using existing sports equipment to develop different sporting skills and techniques. Continue to take younger years swimming for the spring and summer terms to encourage children to be water confident earlier. Continue to take older children not reaching the goals swimming also. | £11,340 (Amount for EASP) | East Anglian Sports partnership will provide a variety of learning experiences for the children within their bubble. They will be given tasters of more unusual sports. | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|------------------------------------|--|--|
| | | | | 5.7% |
| 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: |
| Whilst COVID continues- children will take part in competitions in bubbles and virtually against other classes, schools and county. | Taking part in online cluster events, to allow competitive sport to continue but within keeping with COVID restrictions. Update equipment for children to use- better resources. | 1000- for sign up fees etc. | Children will still be able to compete at some level during COVID-19. | |

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| Signed off by | |
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| Date: | 29/09/2020 |
| Subject Leader: | Leona Brown |
| Date: | 1/10/2020 |
| Governor: | |
| Date: | |