

July 2021


Sandford St. Martin's
PRIMARY SCHOOL

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:

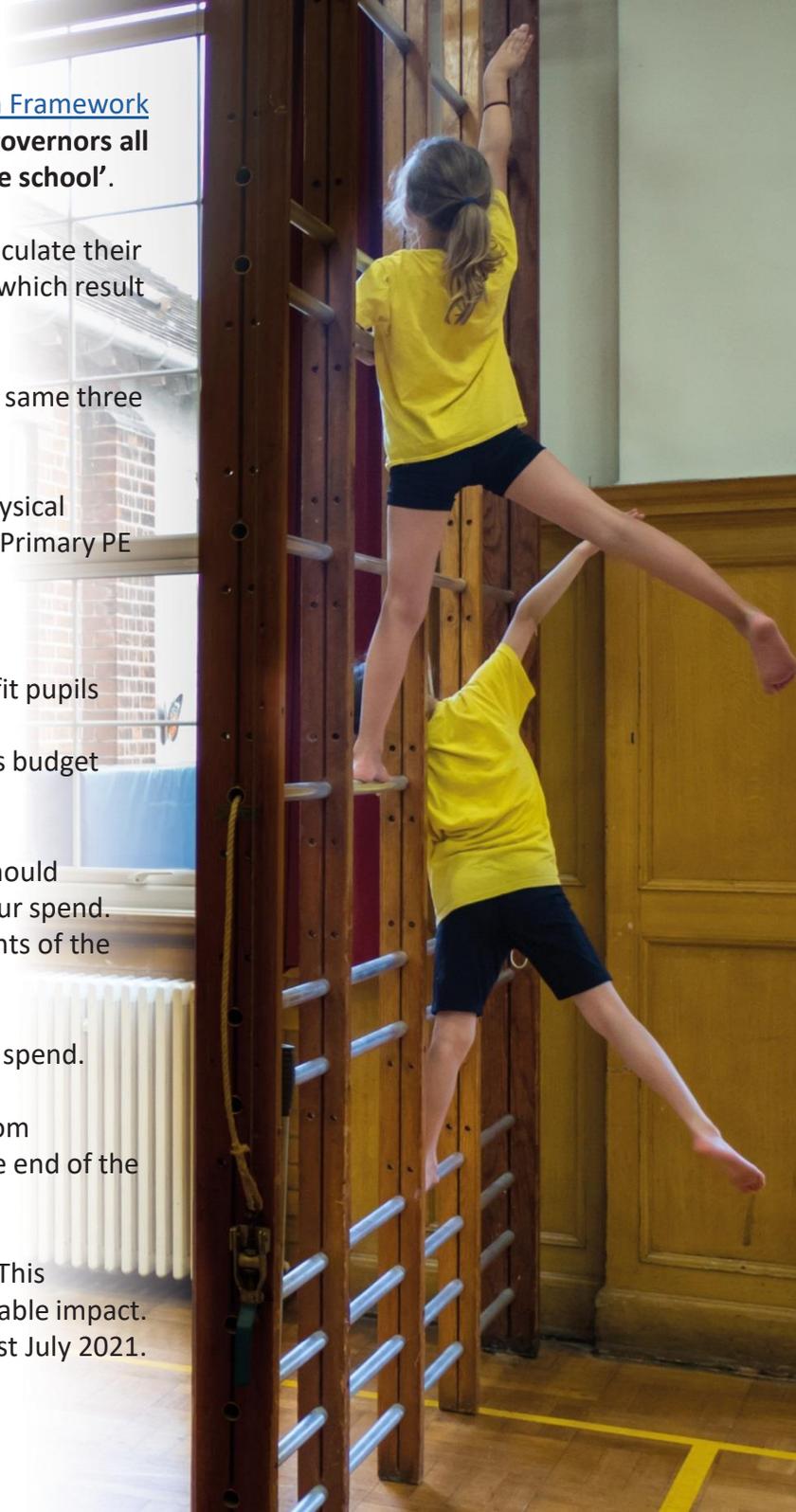
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> * Continued development of Real PE within the school to support children in creating positive relationships with physical activity. * Further development of physical activity during playtime and lunchtime with the continued replenishment of PE and sports equipment purchased for clubs and lessons (including new sports). * Sports leaders established in Year 6 for bubble support and sports days. * Maintained link with local sports partnerships. * Engagement with Virtual Competitions to enable all children to represent their school in inter school competitions. * Progression of skills embedded across PE/Games. * Assessments build on start of baselines across the school. * Implemented Forest School programme for the whole school over 18 months (6-week programs covering 370 children). * Additional Forest school sessions for Year 6 leavers. 	<ul style="list-style-type: none"> * Adjustment and reduction in after-school and lunchtime clubs due to Pandemic and bubble protocols. * Need to address participation levels in school games and other inter and intra competitions. * Establish school house system for wider participation, motivation and competition. * Assessment and tracking of PE throughout the school. * Develop staff and pupil skills in gym and dance (Real PE). * Consistent delivery of swimming for KS2 or KS1. * Staff surveys carried out to understand staff confidence in teaching PE. * Introduce lunchtime skills club to target and support least active pupils

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

Total amount carried forward from 2019/2020 £ 581.25
+ Total amount for this academic year 2020/2021 £ 19,427.00
= Total to be spent by 31st July 2021 £ 20,008.27

<p>Meeting national curriculum requirements for swimming and water safety. <i>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.</i></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 2021. Please see note above.</p>	75%
<p>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.</p>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	95%
<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

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: £20,008.27		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:
					8%
Intent	Implementation		Impact		
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:		Sustainability and suggested next steps:
<ul style="list-style-type: none"> Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being including pulse rate and breathing (intensity) 	<ul style="list-style-type: none"> REAL PE at home used for lockdown lessons Promoted Joe Wickes, Go Noodle and Personal Best New and motivating lunchtime and playtime equipment per bubble Implemented forest school for physical activity (in line with the research compared to PE lessons) PE timetable promotes 75 min active time per week plus 'Fit Friday' for KS2 Offer a wide range of clubs and activities beyond the school day. 	<p>£1400</p> <p>£ 210</p>	<ul style="list-style-type: none"> Increased children's physical activity during lockdown periods and access for all children. Raised awareness and positive attitudes towards health and well-being. Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors. Positive behaviour and a sense of fair play enhanced by using Sports Leaders as role models. Pupils activity at break, lunch and throughout the weekly timetable vastly increased. 		<ul style="list-style-type: none"> Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact. Use Purbeck PE Conference to review, evaluate and plan for the next academic year. Continue to develop the consistency of the delivery of swimming across KS2.

	<ul style="list-style-type: none"> Consistent delivery of swimming for KS2. 			
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	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Use PE and sport to develop the whole person including thinking, social and personal skills (using Real PE to support in creating positive relationships with physical activity for life – inc. Forest Schools) Use sporting role models used to engage and raise achievement Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils). SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC inc. through Forest Schools. 	<ul style="list-style-type: none"> As a school we contribute funding to sustain the Purbeck School Sport Partnership which provides the following opportunities: <ul style="list-style-type: none"> Comprehensive CPD programme PE Conference Outdoor activity days Primary Leadership Academy Purbeck Sports Awards Youth Sport Trust Primary Membership Support from Dan Moody for team teaching and staff training. Develop a team of sports leaders & Bronze Ambassadors through the Purbeck Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway. 	£900	<ul style="list-style-type: none"> High quality lessons delivered in engaging activities. Happy engaged pupils. Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and virtual community clubs following sessions. Feedback from pupils. 	<ul style="list-style-type: none"> Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. Increase the use of the PE Sport Board to continue promoting current sporting events and opportunities. Review School development plan, Whole school policies/PE policy Use PE conference to review, evaluate and plan for the next academic year. Continue forest school provision in 6 week blocks with half classes.

				<ul style="list-style-type: none"> Implement focus/therapy groups for wider mental health/confidence/physical activity to targeted children.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Children learn skills that can be applied to sports they choose to take up now and in the future. Staff are confident and competent to deliver gym, dance and games/sports 	<ul style="list-style-type: none"> Real PE Continue development of PE curriculum so that it is more skills-focused, rather than sport-focused. <i>This will mean that teachers do not have to be specialists in a particular sport in order to confidently teach PE.</i> In turn, this will mean that As a school we contribute funding to sustain the Purbeck School Sport Partnership which provides the following opportunities: <ul style="list-style-type: none"> - Comprehensive CPD programme - Support from Dan Moody for team teaching and staff training. 	£ 550 Real PE	<ul style="list-style-type: none"> Increased staff knowledge and understanding. All teachers able to confidently plan, teach and assess National Curriculum PE. More confident and competent staff evidenced through feedback and lesson observations. More sustainable workforce including young leaders. Enhanced quality of provision A more inclusive curriculum which inspires and engages all pupils. 	<ul style="list-style-type: none"> Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities. Develop staff and pupil skills in gym and dance (Real PE). Continue to develop the assessment and tracking of PE throughout the school to help target and identify key areas to improve.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				80 %
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ▪ Forest school ▪ Road safety/Bikeability ▪ Clubs ▪ Opportunities – new sports/playtime choice ▪ Appeal to wider range of children and help ensure positive experiences of outdoor activity ▪ Bikeability to increase participation rates (Y5) 	<ul style="list-style-type: none"> ▪ Continue ‘Bikeability’ in school day. ▪ Implement forest school to appeal to wide range of children and help ensure positive experiences of outdoor activity. ▪ Offer a wide range of clubs and activities beyond the school day. ▪ Invest in playground, sports and club provision: MUGAfootball/basketball/play equipment (new goals, cages, storage) 	<p>£ 3500 Supply and training</p> <p>£12 625</p>	<ul style="list-style-type: none"> ▪ Positive attitudes and behaviours towards physical activity improved. ▪ Evidence found in Forest School social/emotional webs and children’s development across the sessions. ▪ Due to Covid-19 and staff members, clubs were restricted (bubble crossover) therefore this was not completed. 	<ul style="list-style-type: none"> ▪ Complete pupil surveys every year to allow student voice to influence our extra-curricular sports programme.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. Increased participation in School Games competitions. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. Select children who we feel would benefit most from the opportunities available in the Purbeck Partnership events calendar. 	<ul style="list-style-type: none"> Offer increased participation levels in school games and other inter and intra competitions across a range of sports (Purbeck partnership) Establish school house system for wider participation, motivation and competition 	£850	<ul style="list-style-type: none"> Year on year improvements on pupils who have represented their school in competitive sport (due to Covid-19 and government guidelines this has been difficult to maintain). Part of community clubs and virtual challenges that the school has links to. Evidence includes - <ul style="list-style-type: none"> School Games Mark Competition/ events calendar Photos displayed at school, on Class Dojo and included in weekly reports. School Games Mark achievements highlights the school's engagement in competitions (due to Covid-19 this will be continued in the next academic year). 	<ul style="list-style-type: none"> Review attendance data and identify children for appropriate opportunities. Monitor % of pupils representing school in competitive sport and allow us to identify those that have not. Continue to attend Purbeck Partnership termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.

Signed off by	
Head Teacher:	P Beveridge
Date:	22.07.21
Subject Leader:	S Walker
Date:	15.07.21
Governor:	A Muraro
Date:	30.7.2021