

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

**The Marston Thorold's Charity
Church of England Primary School**

Commissioned by

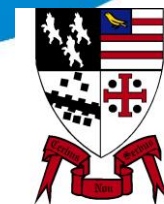


Department
for Education

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Marston Thorold's Charity Church of England
Primary School

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 2019/20	£ 1420
Total amount allocated for 2020/21	£ 16600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 16600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 16600

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	100%
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	100% front crawl/ backstroke/ breaststroke 46% butterfly
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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/ 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: 2021/22		Total fund allocated:	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:
				13%
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:
Develop a range of sustainable programmes to encourage more children to engage more regularly in physical activity opportunities.	30 Minutes a Day Establish baseline of provision. 2 PE sessions per week. Staff plan to make their other lessons active particular on non-PE days. Staff sharing of resources for 30 minutes a day. Lunchtimes and Playtimes Training for the Bronze ambassadors and playground leaders in year 3/4 has allowed children to lead and engage their peers in a range of physical activity at playtimes and lunchtimes including the use of playtime equipment. These children assist with intra-school events and are responsible for taking care of our school equipment. Clubs Offer a wide range of clubs which took	£2000 for Key indicator 1 (Inspire+ membership)	- Physical activity is a natural, structured part of the school day and curriculum for all involved and is not limited to playtimes. - Pupils have benefited from two active session each week. Children have been able to explore many different sports through this. - Making lessons active has allowed the children to take brain breaks during their learning, whilst staying active. - The Bronze ambassadors have worked with School Games events and at breaktime to ensure that the children are getting the most from their physical activity - Evidence in participation	Build upon and extend the existing programme of activities. Capture pupil and staff voice to identify the increased amount of physical activity children are doing within and beyond the PE curriculum. Use pupil and staff voice to identify barriers to children's engagement and identify solutions. Identify any new staff who could provide extra-curricular opportunities for our children. Review and develop the Active Lunchtime to include any 'TopUp' training for new

	into account what the children expressed interest in during pupil voice questionnaires. Engagement in more extra/intra curricular events through the School Games Organiser, Inspire+ and school staff. Sports apprentice has been introduced to assist with the management of extra-curricular activities. Morning Club/ After School Club Both clubs include an element of active minutes including inside and outdoor activities. Shine assemblies are used to celebrate extra-curricular achievement and achievement outside of school. PE Display board also includes photographs of children's achievements		registers for clubs and pupil voice questionnaires – 83% attended club from children asked	Lunchtime Supervisors. Provide training for the next cohort of Sports Ambassadors and Playtime leaders Continue to invest in and provide quality equipment for breaktimes and lunchtimes to ensure children maintain a high level of physical activity
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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:

27%

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 awareness of the importance of PESSPA for health, personal and social development and how it can help with learning in other areas and promote good mental health and well-being	Continue the '5 Ways to Wellbeing' approach in school to build a positive and optimistic whole school approach to learning and where the mental health and wellbeing of everyone truly matters and feeds into our learning. Staff have continued training through Carol Hines and the Inspire+ CPD	£2000 (inspire+ membership) £500 PE lead CPD £2045 grounds	5 Ways to Wellbeing is now embedded and the children have engaged with it well. Children are keen to share/ nominate for how people have done one of the 5 ways on the display board and one of each category is read out in shine assembly each week.	Use pupil voice within KS2 to gain more of an insight into the barriers into enjoying PE lessons. Extend competition opportunities by taking part in more events.

planner. (1 of the 5 ways being to be physically active each day). Embed the 5 Ways to Wellbeing approach in school in 2021-22 as part of the School Development Plan to further enhance its impact on mental well-being in school to support children with enhanced mental health issues. We now have an assembly about these ways to wellbeing, weekly and the values are displayed in the classroom. Continue to use notice board in main corridor to raise the profile of PE and Sport for all stakeholders, keep it updated regularly. Include the sporting achievements on the school newsletter to inform all stakeholders. Raise the profile of sporting clubs in the community through engagement and MASS participation events. Role models – to promote local sporting personalities so pupils can identify with success and aspire to be a local sporting hero. Use Inspire+ membership to the full and be available for all assemblies/workshops from their ambassadors and role models. Current visitors planned include Sophie Devenish (Olympic swimmer), Sam Ruddock (Paralympian) and Jonathan Broom-Edwards. Ensure photographs are taken of PE	maintenance	Confidence and enjoyment of sport and games across the school - 100% of staff asked/ 100% of KS1 asked and 81% (15% not sure) of KS2 Opportunities to participate in a variety of activities. Awareness of the importance of physical activity and health. Experience of the feeling of achieving their best. Experience of gaining awards and certificates and the feelings of achievement. Ability to use transferable skills to support learning across the school. Understanding of the importance of diet and exercise for a healthy body and mind. Understanding of how to improve their physical and mental well-being through physical activity. Happy break and lunch times as pupils more active and minimal incidences when equipment is available to play with. Inspire + Ambassadors - Paralympian Sam Ruddock assembly, Paralympian Jonathan Broom -Edwards assembly These visits were very inspirational	Organise inter house competitions for KS1 as most events are aimed at KS2 Embed opportunities to recognise and share achievements include website updates, social media and school newsletter . Ensure that as many staff across the school are engaged in future PE CPD that can support whole - school improvement so that skills, knowledge, understanding and resources remain in the school even as new staff join Identify new programmes/ CPD and resources to support active learning across whole school. Continue to develop links to PHSE programme around health including mental health.
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	events and shared in school newsletters/website. Ensure follow up in our own Shine assemblies, to continually raise the profile of taking part in a sporting or active lifestyle. Use 'Shine' Celebration assembly every week to celebrate the sporting/fitness achievements of individuals and teams. Participation in charity events, with a sport emphasis e.g., Sport Relief. Sports Ambassadors - Active Playground Ensure training for Active Playground Sports Ambassadors takes place – develops confidence and transferable leadership and team -building skills and qualities. Parents can watch inter-school competitions. A report to governors will be written, to inform them of the events and routines in physical education. Governors to take an active role		and helped our children see opportunities in the wider world. Virtual Legacy Tour – focused on the Birmingham Commonwealth Games for the children and focused on new sports and opportunities. Training taken place and strategies in place. Participation registers. Sport achievements always highlighted in the termly school Newsletter. Sporting achievements and events throughout the year on the school website. Younger children see the progression available and are keen to take up competitive sport Ben 401 was used successfully to highlight how many steps children could earn in a variety of sports. Ben's newsletters/videos were shared with the school and the Bronze Ambassadors independently collected the miles.	
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Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

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and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
To embed a well-structured and varied PE curriculum and knowledge progression throughout the school.	Embed the school's intent, implementation, and impact statement for the PE curriculum as part of the whole school curriculum development. Utilise Get Set 4 PE resources to enable staff to teach and assess PE to ensure progression of skills across school. All staff to plan and deliver 1st quality teaching. Ensure that equipment is provided to match up to the curriculum map. Use the new whole School PE Curriculum 2020-2021 utilising Get Set 4 PE resources to enable staff to teach and assess PE to ensure progression of skills across school for cycle B. All staff to plan and deliver 1st quality teaching. Ensure that a wide variety of activity types are used in our curriculum map, to ensure that it is 'colourful'. Provide the staff with CPD opportunities thrice in the year to ensure that the needs are being catered to. Use Inspire+ coaches to work alongside new teachers to upskill them to help ensure the successful implementation of the teaching of Get Set 4 PE ideas to ensure all staff	£2000 (Inspire+ memberships) £330 Getset4PE subscription £1050 EYFS equipment £175 (Coaches)	New curriculum map is in place based around the use of the Get Set 4 resources. This was reviewed and adapted each half term. New PE assistant coordinator attended the Inspire+ PE termly Forums. Staff attended Inspire+ training see Inspire + termly review for more information. Impact on staff: Improved confidence in teaching good and outstanding PE lessons understanding the need to keep children more physically active for more of the lesson. Clear understanding of how to plan and deliver the Get Set 4 PE lessons including the use of online resources to engage children in healthy, sustained, vigorous physical activity. Documentation created to assist teachers when adapting lessons in order to make activities accessible for all learners including SEN More effective planning skills including clearer differentiation using the Get Set for PE ideas within lessons. Leading to: Children involved in more regular, healthy, sustained, vigorous physical activity in PE	Continue to review and embed the new PE curriculum for Cycle B. Continue to use sports coaches to upskill staff and renew the Get Set 4 PE online subscription to support lesson planning, implementation, and assessment. Continue to audit staff and offer support to any new member staff to help them plan and assess PE lessons. All teachers to attend PE CPD next year and PE lead to observe more PE lessons to help support and upskill teachers. Embed the orienteering pack provided by Inspire+ and train other staff members so they are confident to deliver sessions

	plan and deliver 1st quality teaching. Use Google Forms/kobacca to assess pupil engagement and to gather pupil voices. Develop the EYFS outdoor equipment to develop the progression of skills for gross and fine motor skills.		lessons. Increased pupil progress in PE. Pupils developing enhanced fundamental movement skills. Improved challenge and engagement for all pupils.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31%
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 range of activity opportunity outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not usually take up additional Sport opportunities	Further develop our Extra-Curricular Sport and Physical Activity Programme Children in Year3/ 4 to attend the Mini Commonwealth event. Offer Lives First Aid training to Year 5 and 6 pupils. Continue to offer a wider range of activities both within and outside the curriculum that promote physical activity. Aim to increase the number of children engaged in a range of sports. Focus particularly on those children who do not usually take up additional PE and Sports opportunities.	£2000 (inspire+ membership) £450 PE lead CPD £2700 PE equipment	Pupil voice gained and used in planning of after school clubs. First Aid training completed by Year 5 and 6. This year Marston has offered multi-skills, rugby, badminton, dance and gymnastics clubs to pupils from EYFS to Year 6 Y3/4 attend the Mini-Commonwealth inspire+ event. School display board/ School website, Signposts to extracurricular activities and clubs have been shared with parents with the school newsletter.	Continue to offer a wider range of after school clubs to a wider age ranges of children Plan the clubs with events and competitions in mind. Continue to gain pupil voice to help us cater for their interests to increase the uptake of our after school clubs. Utilise our Inspire+ membership to offer a range of clubs by expert coaches. Continue to offer taster sessions for pupils when available and signpost to clubs

	Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website/newsletters. New activities to be encouraged for 30 minutes' activity. Bikeability training for Year 5/6. Pupil Voice and Non-Engagement Complete Pupil Voice to identify interests and barriers to participation. Target non-engagement in sports and physical activity.		Y5/6 were given the opportunity to attend PGL for the weekend. Impact / outcomes for children: Additional opportunities for children to engage with physical activity outside the curriculum. Pupil voice used to maximise participating in school clubs and decreased disengagement. Leading to Increased pupil: Health and well-being Confidence Teamwork and leadership skills Engagement	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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?:	Sustainability and suggested next steps:
To introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	Provide a range of equipment at lunchtime with different skills/interests to have the possibility to compete/play. Participated in a variety of SGO organised events: swimming Gala, rugby, badminton, cricket, bocha, gymnastics and sports games. Weekly reference within SHINE assembly to encourage and motivate all children towards achieving rewards/recognition for participation in sports and physical activities.	£750 (SGO) £600 playtime equipment	Achieved Gold Sports Mark. Evidence during lunchtimes and playtimes children have been provided with an equipment box to allow them to compete and play. Playground leaders have an area of the field or playground to lead activities on Monday/Wednesday/ Friday. We have encouraged the use of a wide range of equipment to ensure children with different skills have the possibility to compete/play. Children participated in mass participation events organised by Inspire+ and led by Bronze Ambassadors. Children competed for points in teams on Sports Day. Please see Competition Reports in Shine Celebration Assemblies and in School Newsletters. Awards/Trophies/Certificates.	Regularly change the equipment box so that children have wider variety that is refreshed periodically Through the SGO network respond to and attend primary competitions throughout the year continue to offer pupils a wide variety of experiences. Various staff to support and attend. Continue to celebrate achievements in Shine assembly and school newsletters/website. Young Ambassadors to organise intra school events next year. Aim for platinum in the School Sports Games Award next year. Participate in activities directly targeting less active members of the school (Girl events/SEN focussed competitions)

			Impact / Outcomes for Children Experience of competition against self and others. Experience and understanding of rules and scoring systems. Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship. Enjoyment of sport and games across the school. Sense of belonging. Awareness of the importance of physical activity and health. Experience of the feeling of achieving their best and of gaining awards and certificates, both as individual, teams and a school.	
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Signed off by	
Head Teacher:	M Waddell
Date:	19.7.2022
Subject Leader:	N Woolerton
Date:	19.7.2022
Governor:	S Kirton (Chair)
Date:	31.7.2022