

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 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](#).

Created by:



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## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount carried over from 2019/20  | £0      |
| Total amount allocated for 2020/21  | £19,200 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £0      |
| Total amount allocated for 2021/22  | £19,460 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19,460 |

## Swimming Data

Please report on your Swimming Data below.

|   |        |
|---|--------|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><b>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</b> |        |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</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.<br>Please see note above  | 45%    |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 38%    |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 28%    |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2020/21   |  | Total fund allocated: £19,460  | Date Updated: June 2022  |   |
|--|--|--|--|---|
| 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:<br>£7821 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:  |
| <ul style="list-style-type: none"> <li>- All pupils have the opportunity to take part in physical activity on a regular basis to support their physical confidence and competency.</li> <li>- Develop an understanding of the importance of at least 30 minutes a day of exercise/physical activity</li> </ul> | <ul style="list-style-type: none"> <li>- Specialised Sports Coaches employed by the school to support the delivery of PE</li> <li>- Children participate in two, hour long PE sessions as part of the PE curriculum time table</li> <li>- Cohorts have access to extracurricular sport clubs through the year</li> <li>- Sports coaches and leaders to be present at lunchtimes to promote physical activity</li> <li>- Sports coaches to receive relative CPD when available and required</li> <li>- Specialised, safe and most current equipment purchased to support the delivery of lessons and extra curriculum sessions</li> <li>- The 'Milford Mile' done daily by</li> </ul> | <ul style="list-style-type: none"> <li>- £24,169 and £21,549 on two sports coaches salaries. Salary in school's budget, £4,571 from budget.</li> <li>- £1000 spend on curriculum equipment 2021-2022</li> <li>- £1000 spent on lunchtime equipment.</li> <li>- £1000 allocated for outdoor play equipment</li> </ul> | <ul style="list-style-type: none"> <li>- Children to receive a greater amount and breadth of sports due to the allocation of two-hour long PE sessions.</li> <li>- Sports Coaches observed interacting with children and engaged in using resources during lunch times.</li> <li>- Taking part in the 'Milford Mile' develops resilience and determination.</li> <li>- Sports Coaches lease with PE coordinator to audit equipment and assess the abundance, diversity and safety of equipment.</li> </ul> | <ul style="list-style-type: none"> <li>- All pupils have the opportunity to take part in physical activity on a regular basis to support their physical confidence and competency (lunchtime and afterschool).</li> <li>- Continue to develop role of 'Young Sports Leaders' at the school to be ambassadors for all to promote physical activity.</li> <li>- To progress 'Milford Mile' to a competitive distance running event at school to support 'Aim high, achieve' mantra and growth mindset.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>- Yr4-Yr6 children, 5-a-day for EYFS-Yr 3</li> <li>- Additional equipment purchased to promote physical activity during lunchtimes to avoid contamination between</li> <li>- Weekly boys' football and girls' football training (in addition to after school provision)</li> <li>- Twice weekly 'Young Sports Leaders' running physical activity sessions on the playground</li> <li>- Targeted afterschool clubs: 'Boys Active', 'This Girl Can' and SEND/inclusion clubs ran weekly</li> </ul> | <ul style="list-style-type: none"> <li>- safety check</li> <li>- £250 allocated for indoor play equipment safety check</li> </ul> | Children are able to articulate the benefits of daily activity (30 minutes)              |   |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |   |   |  | Percentage of total allocation:                       |
|   |   |   |  | £1, 100 – some allocated to Key Indicator 1 <b>6%</b> |
| <b>Intent</b>   | <b>Implementation</b>   |   | <b>Impact</b>  |   |
| 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:              |

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| <p>All pupils develop holistically – not only their physical capabilities but their cognitive, social and emotional awareness</p> <p>PE lessons planned to develop knowledge, skill and performance</p> <p>Development of Sport Leaders and ambassadors to maintain profile of PESSPA</p> <p>To provide opportunities for children to take part in physical activity on a regular basis to support their physical confidence and competency.</p> <p>Children to being a 'Milford Mile' linked to Nottingham's Sheriff Mile Challenge</p> <p>PE Coordinator to attend NST PE Network meeting and to disseminate information when appropriate</p> <p>Milford to attend inclusion, participation and competitive events organised by Nottingham City Sports</p> | <p>Sports Coaches are visible and recognisable around the school: on lunchtime duty on the playground and wearing Milford branded sport kit</p> <p>Curriculum overview and planning referring to tactical awareness, strategies, teamwork, leadership and communication</p> <p>PE lessons provide development of knowledge, skill, tactical awareness and competitive elements</p> <p>'Young Sports Leaders' and sports coaches lead as ambassadors for promoting physical activity and competitive sport at the school (lunchtime, afterschool and at events)</p> <p>KS2 children to being a 'Milford Mile' to initially be completed weekly and build towards children enjoying physical activity and feeling self-worth and self-motivated by seeing and feeling their progress.</p> <p>Competitive element to be added and developed</p> <p>Specialised, safe and most current equipment purchased to support the delivery of lessons and extra curriculum sessions</p> | <p>See funding allocation above regarding equipment</p> <p>A school cost of £5,100 for NST partnership</p> <p>(£1 000) to be allocated from the PE budget</p> | <p>Children are able to understand and explain how physical activity benefits them cognitively, socially and emotionally.</p> <p>Children's motivation and self-motivation to improve alongside general fitness.</p> <p>All children take part in competitive sport during PE lessons – further opportunities in extra curriculum opportunities.</p> <p>All children take part in intra school competition. Many opportunities for interschool competitions.</p> <p>PE coordinator and Sports Coaches work collaboratively to use information provided during NST meetings to develop the PE curriculum and provision provided.</p> <p>New sporting opportunities provided to <u>all</u> children.</p> <p>Sporting events and success shared on Milford's half termly newsletter and on our school website and Facebook site.</p> | <p>Continuously reviewing and developing curriculum to promote holistic development and to enhance provision by providing new opportunities (Swimming in Yr 3 and 5 in 2021-22, BKS Kickboxing booked for 22-23 and not in this funding_)</p> <p>Seek CPD opportunities provided from NST to develop the PE Curriculum.</p> <p>Identify Nottingham wide competitions/initiatives for class teachers/sports coaches to attend.</p> <p>Regular inter school competitions, participation and inclusion events.</p> <p>All interschool events recognised in weekly 'celebration assembly – further to website, newsletter and Facebook.</p> <p>Continue to talent spot and inspire others – inviting children to specific clubs and opportunities in the community</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |   |   | Percentage of total allocation:  |
|---|---|---|---|--|
|   |   |   |   | £900 5%  |
| 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:   |
| <p>Sports Coaches to receive continuous professional development to ensure that they feel competent and confident on delivering the PE curriculum in line with our whole school priorities.</p> <p>Sports coaches as 'experts' to provide CPD, continuous support and disseminate information to teaching staff – quality first PE provision for all</p> <p>Confident staff who can deliver high quality PESSPA and PE lessons. Thus, teaching and learning is consistently to a high standard.</p> <p>Staff who understand the importance and relevance of talent spotting</p> | <p>CPD offered to Sports Coaches to support the daily delivery of the sports curriculum. Information then incorporated into the school curriculum and disseminated to staff.</p> <p>CPD sourced and attended based on each Sports Coach and professional needs. Sports coaches have completed:</p> <ul style="list-style-type: none"> <li>- Premier League Primary Stars</li> <li>- Fun Fit training, run by the occupational therapists</li> <li>- LTA Primary tennis CPD</li> </ul> <p>PE lead to attend annual East Midlands Physical Education Conference</p> <p>Sports Coaches to attend whole school CPD in staff meetings to support the PE curriculum meeting whole school improvement plans.</p> | <p>Fun Fit - £100 per coach. One coach from this budget, one from school CPD budget</p> <p>A further allocation of £800 for CPD</p> | <p>A broader range of sports delivered in the long-term planning. CPD to support training in new sports to support curriculum and extra curriculum opportunities.</p> <p>Pupil voice to reflect a range in sports delivered.</p> <p>Staff voice reflects the increased competence in teaching areas of the curriculum.</p> <p>AG to monitor provision and planning as subject leader.</p> <p>SLT to monitor overall provision and curriculum action plan.</p> | Regular reviews of the curriculum overview to ensure staff feel confident to deliver the curriculum with safe and effective equipment. |

|   | Close liaising and communication between sports coaches and teaching staff to ensure maximum potential of PE (sport and curriculum) delivery.   |  |  |  |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |  |  | Percentage of total allocation:<br>£8376 43%   |
| 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 develop holistically – not only their physical capabilities but their cognitive, social and emotional awareness.   | Partnerships with:<br>- NST PE Network Meeting  | See NST and CPD cost allocation above.   | The long-term PE plan and the progression framework reflecting the range of experiences offered to children.   | Long at evidencing and embedding opportunity for children to actively reflect on their holistic develop and have clear opportunities for social, communication and leadership development. |
| To provide with opportunities to be expressive, inquisitive and creative within the PE curriculum.  | Engagement with the following:<br>- Notts Primary PE, Sport and Physical Activity Conference<br>- Youth Sport Trust online seminars<br>- Premier League Shooting Starts seminars  | School Sports Nottingham - £494<br>NSFA - £100 (budget allocation Key Indicator 5) | Pupils can articulate why they take part in the Haydn mile and how this is impacting on their fitness and mental health  | To assess inclusive/SEN extra curriculum physical activity opportunities.  |
| To have opportunity to develop transferable skills such as leadership, teamwork, decision making and resilience, supporting the development of life skills throughout a range of activities taught in the curriculum. | - Nottingham Schools Football Association (NSFA) in partnership with the Nottingham Forest Community Trust (NFCT)<br><br>All local authority (School Sports Nottingham) events attended – including participation, inclusion and competitive for all age/stages | RESIDENTIAL COST including transport (3 year groups) = £25,946.47                  | Pupils enjoy their PE lessons and look forward to sessions with the PE specialist.<br><br>Pupils can name the sports activities they have taken part in and what skills need to be demonstrated in these sports<br>Pupil voice to reflect a range in sports delivered. | Further develop extra curriculum opportunities – BKS Kickboxing in 22-23 budget.<br><br>Continue to plan extra curriculum provision to provide opportunity for <u>all</u> .                |



|   |   |                         |   |  |
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| <p>Annual participation in competitive events for all pupils in KS2 – reception to Year 6 children to take part in Sports Days. A blend of competition and participation.</p> <p>All pupils are competent in demonstrating the skills needed in a range of sports – knowledge and skills developed through the curriculum with competitive elements. Further developed in extra curriculum clubs.</p> <p>All pupils take part in inter school sporting events such as Sports Day, Dodge ball, Rounders, Capture the Flag, tag Rugby</p> <p>To have opportunity to access extra curriculum activities and recreational activities.</p> <p>To have opportunity to access extra curriculum (including inclusive sporting events) and wider curriculum experiences for cohort/phases including trips and residential.</p> | <p>possible</p> <p>Two sports clubs an evening – ranging Year 1 – Year 6.</p> | <p>(30% = £7782.00)</p> | <p>A sporting events calendar to show intra and inter school competition</p> <p>Year 2, 4 and 6 residentials providing outdoor and adventurous opportunities in addition to curriculum provision in school.</p> <p>All pupils understand the relationship between being active and a healthy body</p> <p>End of KS2 swimming data detailing those who can swim 25m unaided.</p> |  |
|---|---|-------------------------|---|--|

| Key indicator 5: Increased participation in competitive sport  |  |   |  | Percentage of total allocation:  |
|--|--|---|--|--|
|  |  |   |  | £2,094 11%   |
| 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:   |
| <p>To provide opportunity for all children to experience competitive sports through inter and intra competition.</p> <p>Pupils to have positive role models through sport coaches, teaching staff and UKS2 Young Sports Leaders and ambassadors. External visit from Olympic athlete and boxing champion.</p> <p>Pupils to develop positive attitudes to competitive sport and team participation – regular, safe competition.</p> | <p>Participation School Sports Nottingham and Nottingham Schools Football Association.</p> <p>All PE units/half term cycles to finish with a competitive event - often competitive scenarios and games in each lesson.</p> <p>Our intra school sport calendar is to include KS2 badminton/table tennis tournament, reception, KS1 and KS2 sports days.</p> <p>The 'Milford Mile' to promote challenge - to incorporate PBs and a termly competition.</p> | <p>Participation Nottingham City Sports competition:</p> <ul style="list-style-type: none"> <li>- transport allocated £1400 (20% of overall spend exceed £7000)</li> <li>- School Sports Nottingham £494</li> <li>- NSFA £100</li> <li>£100 for Evolve (risk assessment)</li> </ul> | <p>Increased numbers of children attending afterschool clubs (211 pupils = 59%) and competing in inter school events (152 = 42%).</p> <p>All pupils took part in a competitive year group sports day</p> <p>All pupils take part in a competition activity at least half termly in curriculum planning (KS2 weekly)</p> <p>Evidence of intra school sporting events on the school website.</p> <p>Enjoyment in the participation of these events evident on the school website and in pupil and staff voice surveys.</p> | <p>Review intra and inter school competitions – ensure competitive opportunities are provided regularly.</p> <p>Leaders to continue inviting positive role models into school.</p> <p>Develop the work with professional/competitive sports clubs.</p> <p>Celebrate competition through assemblies, trophies and newsletter.</p> <p>An aim to increase intra school competition, consider how this can be maintained alongside current provision (final weeks of term when not sports clubs)</p> |

|                          |  |
|--------------------------|--|
| Signed off by Amy Groves |  |
| Head Teacher:            | Rob Perkins  |
| Date:                    | 27 <sup>th</sup> July 2022                           |
| Subject Leader:          | Amy Groves   |
| Date:                    | 27 <sup>th</sup> July 2022                           |
| Governor:                | To be shared with Governors electronically July 2022 |
| Date:                    | 28 <sup>th</sup> July 2022                           |