

Evidencing the impact of the Primary PE and sport premium

Mere Green Primary School

Academic Year 2021- 2022

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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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£20, 951
Total amount allocated for 2021/22	£19,110
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£40, 061

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 2021. Please see note above	83%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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

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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 all 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:		
						75%		
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 ensure that all pupil’s take part in at least 30 minutes of physical activity per day		Develop lunchtime physical activity provision, which includes regular coaching from sports coach and resources to support activities.		£29,000	Autumn Term Baseline: 60% pupils engaging in physical activity for 30 minutes per day. This included 50% of KS1 pupil engaging with physical activity.		Further training required for lunchtime team to ensure high quality physical activity provision at lunchtime.	
To engage KS1 pupils in regular physical activity		Install a trim trail (KS1) to support daily physical exercise. Introduce ‘Wake up Shake up’ 15 minutes per day, 3 x per week.			Summer Term analysis: 85% of all pupils engaging with physical activity (30 minutes at least 3x per week) 90% of KS1 pupils engaging with physical activity at least 3 x per week and 80% of pupils engaging with physical activity each day.		Train staff in delivering ‘wake up shake up’ due to resignation of leader.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement						Percentage of total allocation:		
						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:
To raise the profile of PE across school	Audit and purchase resources to ensure PE resources are high quality and support engagement	£2124	High quality resources now support each of the planned units within the PE Curriculum Pupil voice demonstrates that pupils enjoy PE lessons and understand how PE ensures a healthy body and mind.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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 staff subject knowledge in Physical Education To ensure that the PE curriculum is progressive, sequential and coherent	Annual subscription to PE Passport to support with curriculum sequence and staff subject knowledge Link with external coach for Cricket to support and strengthen staff subject knowledge and teaching in this sport	£1200	Staff have increased confidence in, and improved subject knowledge, of the units of PE in which they teach The quality of teaching in cricket (for year groups identified) is now strong. Review of the curriculum demonstrates that it is well planned, purposeful, progressive and coherent.	Staff to complete a skills/knowledge audit to identify strengths and areas for development for teaching PE Engage with external sports coaching provider to ensure that all staff have a high level of confidence, subject knowledge and skill when teaching all aspects of the PE curriculum.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
All children leave KS2 able to meet the expected standard for swimming	Develop a swimming programme that ensure all pupils can swim by the end of Year 6. Children receive their statutory swimming lessons in Year 4 and then receive regular top up swimming lessons to ensure they achieve standard	£6474	83% of pupils in Year 6 have achieved the expected standard for swimming. 93% of pupils in Year 5 have achieved the expected standard for swimming.	Investigate swimming options to maximise time in water and reduce impact on wider curriculum
Ensure that the PE curriculum offers a broad range of sports in each Key Stage	Subject Leader to work alongside the Curriculum leader to ensure broad range of sports within the curriculum	£250	Curriculum for PE is broad and balanced and links directly to enrichment and competitive sport opportunities	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide a range of opportunities for pupils to represent the school and take part in competitive sports	<p>Subscribe and engage with Wilson Stewart to ensure teams are provided with opportunities for competitive sports</p> <p>Whole school team sports day, themed around all pupils participating in competitive sports across the day.</p>	£1013	<p>Increase in number of competitive sporting events: Netball, Rounders, Football and athletics.</p> <p>Mere Green gained 3rd place in the Area Sports event.</p> <p>95% of pupils (Reception – Year 6) participated in a number of competitive sports</p>	Designated leader to organise and lead on completeive sports and enrichment

Signed off by	
Head Teacher:	
Date:	11.07.22
Subject Leader:	Marianne Toal
Date:	11.07.22
Governor:	NA
Date:	NA