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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 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	£2889.39
Total amount allocated for 2020/21	£16350
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4545.41
Total amount allocated for 2021/22	£16350
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21495

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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>Please see note above</p>	1%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	1%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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>	None

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:	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:	
			% 6	
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 engagement of all children in weekly timetabled physical activity.	<p>Through the curriculum, help children to understand the importance of a physically active life style.</p> <p>Physical activity for less motivated children to focus on getting children moving with fast paced activities which will help build children's resilience and stamina so that in the future they can access more skills orientated sessions.</p> <p>Physical activity for more motivated children to be skills orientated, involving team play and competition to build</p>	<p>Northamptonshire Sport (cost recorded later in document)</p> <p>Gymnastics (cost recorded later in document)</p> <p>Northampton town football (cost recorded later in document)</p>	<p>Children talk positively about participating in physical activities and PE lessons.</p> <p>PE lessons are well differentiated to enable all abilities to engage in curriculum physical activities.</p> <p>Teachers report a greater number of children joining in with planned physical activities and the less enthusiastic pupils are engaging for longer periods.</p> <p>A small group of 6 pupils have regularly been participating in extra PE lessons which have focused on improving skills</p> <p>Links between the school core</p>	<p>Pupil voice survey to capture children's thoughts, feelings and expectations. Results will help shape PE at Kings Meadow.</p> <p>Promote Tuesday / Wednesday sports club and develop it into a club with a clear, defined roll for those wanting to improve their skills.</p>

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	<p>children's respect for others while developing a determination to win.</p> <p>Ensure all equipment is of a high standard appropriate to ensure children are able to progress at their own level.</p> <p>Identify children who would like to participate in an outside sports club and who are unable to pay.</p> <p>School to pay their membership for a given period.</p>	<p>)</p> <p>£1200</p> <p>6 %</p> <p>Gymnastics equipment</p> <p>£500</p> <p>2%</p>	<p>values and PE lessons is being made with children starting to use the core value language during PE to identify what they are doing well.</p> <p>New equipment has been purchased to provide greater opportunities for children in gymnastics.</p>	<p>Curriculum map PE around whole school core values. Share this with staff and introduce a prompt card system to help children better understand why they are doing any given PE lesson.</p> <p>Aim to support two children in the school to access an outside sports club.</p>
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<p>Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 45 %</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Each pupil to have weekly access to planned and differentiated PE / physical activity.</p> <p>PE / physical activity will be delivered by professional sports coaches,</p>	<p>Every child to have access to a qualified sports coach for 50 minutes a week.</p> <p>Every child to have access to a 30-minute gymnastics session led by a qualified level 3 coach.</p>	<p>Northampton Town Football</p> <p>£2500</p> <p>12%</p> <p>Gymnastics</p>	<p>Every child had access to a range of weekly sporting activities throughout the year regardless of weather or personal ability. Each session lasted 45 minutes.</p> <p>Children have been working through a range of differentiated, nationally recognised gymnastics</p>	<p>Pupil voice survey to capture children's thoughts, feelings and expectations. Results will help shape PE at Kings Meadow.</p> <p>Continue with gymnastics and further develop how it can be used as an intervention for not just less able but also most able</p>

Suitable inside or outside areas will be timetabled.	Every child to have access to a basketball session led by a qualified level 3 coach.	£1900 9%	skills. Children and staff speak very positively about gymnastics and would like to see more gymnastic opportunities.	pupils. Arrange to play two basketball competitions with two different local schools.
	Continue to raise the profile of swimming for all pupils.	£2508 12% Hotshots	Basketball was reorganised several times throughout the year to ensure: <ul style="list-style-type: none"> All abilities could participate at their own level. More able children were able to develop appropriate skills Kings Meadow had a basketball team 	Continue to use Hotshots to develop skills for more enthusiastic pupils as well as an SCMH intervention for other pupils
	Equipment will be well maintained.	Equipment inspection £1997 9% Swimming	All children went swimming for at least 5 weeks. All children made progress in their swimming. Over all children spoke very positively about swimming and made big efforts to ensure they did not miss their lessons. Year 6 children received additional lessons to help them reach KS2 expected standards.	Continue to ensure every child has a reasonable opportunity to go swimming for a whole term.
		£200 1%		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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	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:

consolidate through practice:				
Teaching staff regularly observe level 3 coaches delivering PE.	Teachers to use gained knowledge from informal observations to teach one planned PE lesson once a month from spring onwards.		Teachers verbally knowledgeable that they are feeling more confident in the idea of teaching PE after being able to observe others.	Teachers to use gained knowledge from informal observations to teach one planned PE lesson once a month from spring onwards.
Intra-sport coaching	Teachers to coach children in how to improve their intra-sport skills.		Due to the many staffing issues, it has not been possible for teachers to regularly time table additional PE lessons where they teach.	Re-instate intra-sport termly competition. Record results and celebrate success in whole school assemblies.
Where the need exists, teachers attend courses related to the teaching of PE or swimming.	Teachers' confidence and understanding of PE and how to deliver lessons in a progressive style.	£250 1% Training in Swimming	Intra-sport made several attempts to be launched but due to staffing issues this was not able to be sustained.	Teachers train children for termly intra-sport competition.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 48%
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 use sport as an intervention to develop agility, balance, coordination, self-confidence, self-motivation, resilience and stamina.</p>	<p>Identify children who would like to participate in additional 1:1 gymnastics.</p> <p>Timetable gymnastics coach to deliver the intervention.</p> <p>Review intervention to ensure a range of children have the chance to access this.</p> <p>Use Seeds Of Change to Support individual children who need a more therapeutic approach to learning</p>	<p>£1500 7%</p> <p>£9089 41%</p>	<p>A number of children participated in additional gymnastics which they enjoyed and confidence in their own skills was visible.</p> <p>These children grew in confidence as they had the opportunity to work 1:1 with the coach</p> <p>This was also used with one child who was a non-attender as part of his pathway back into school and with another child who was a part-time attender. For both, this intervention continues to play an important role in helping both engage in education again.</p> <p>Seeds of Change has been used to help several children. Who are unable to access a school full time due to severe emotional challenges.</p> <p>Sports club on Tuesday and Wednesday afternoon has been enjoyed by more able pupils. It was successfully used to support Hot Shots as children prepared for two basketball matches with Moulton Primary. It also help one pupil in preparation and confidence building before he officially joined his local football club</p> <p>Curriculum links were made and</p>	<p>Identify those children, term by term, who would benefit from additional 1:1 or 1:2 input. This is not just related to less able but those who are very able but do not have the opportunity to access gymnastics outside of school.</p> <p>As good as Seeds of Change is, it is very expensive. Are there other more affordable but equally as successful ways to support those unable to access full time education.</p> <p>Develop Sports club to give it greater definition, structure. Add to the weekly timetable and promote it throughout the school.</p> <p>Use the club to train skills for more enthusiastic pupils with the intention of playing fixtures with other schools or events.</p> <p>Look at long term plan,</p>
<p>Establish end of school sports club twice week to allow more able to play with others of a similar ability across the school.</p> <p>Link sport to the wider curriculum.</p>	<p>Arrange with Northampton Town Football for the coach</p> <p>Research meaningful ways to link the curriculum such as archery in the Stone Age, Fencing in medieval England, orienteering in geography.</p>	<p>£1600 7%</p>	<p>Sports club on Tuesday and Wednesday afternoon has been enjoyed by more able pupils. It was successfully used to support Hot Shots as children prepared for two basketball matches with Moulton Primary. It also help one pupil in preparation and confidence building before he officially joined his local football club</p> <p>Curriculum links were made and</p>	<p>As good as Seeds of Change is, it is very expensive. Are there other more affordable but equally as successful ways to support those unable to access full time education.</p> <p>Develop Sports club to give it greater definition, structure. Add to the weekly timetable and promote it throughout the school.</p> <p>Use the club to train skills for more enthusiastic pupils with the intention of playing fixtures with other schools or events.</p> <p>Look at long term plan,</p>

			<p>plans made to take the children raft building and onto the high ropes course at a local outdoor centre but staff absence made this impossible to carry through with.</p>	<p>consider links, where links are establish book events with local providers. Firm up intentions early.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4 %
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>Continue to develop opportunities for children to take part in competitive sporting fixtures, building confidence and broadening experience.</p> <p>Organise an intra-basketball competition with school.</p> <p>Organise an inter-basketball competition with local primary school.</p>	<p>Signup to Sainsbury's school sports</p> <p>Select children who would benefit most from participating in this type of competition.</p> <p>Timetable fixtures for the whole year.</p> <p>Where possible train children in preparation for such events.</p> <p>Use Hotshots club to coach more able children in preparation.</p> <p>Plan an intra school competition for all children.</p> <p>Invite local primary school to Kings Meadow to play competitive basketball.</p>	<p>£150 1%</p> <p>£500 2%</p>	<p>Kings Meadow attended archery, boccia and kurling competitions.</p> <p>Links were made with Moulton Primary school and on two occasions the school visited Kings Meadow with its basketball team.</p> <p>These matches were enjoyed by both schools and the level of competition and determination to win was impressive while good sportsmanship was maintained throughout. Hotshots helped run these competitions.</p> <p>Weeks before the above competitions, the children engaged in regular training and preparation.</p> <p>Children modified their behaviour in school to ensure they were able to be included in the match.</p>	<p>Sign up for Sainsbury's school sports.</p> <p>Attend at least three fixtures. Assign a class for a different fixture.</p> <p>Arrange two basketball matches with two other schools.</p> <p>Explore the possibility of playing football or hockey against another school.</p> <p>Train children for events and fixtures. Purchase new PE kit for such events to develop a sense of team and pride in school.</p>

<p>Reintroduce termly intra sport competition</p> <p>Sports day</p>	<p>Timetable events and prepare teachers for the event.</p> <p>Use celebration assemblies to recognise the effort, success and improved skills in pupils.</p> <p>Organise a summer sports day for the whole school. Ensure it is competitive while at the same time including a range of novelty races.</p>	<p>£200</p> <p>1%</p> <p>T-shirts</p> <p>Awards equipment</p>	<p>Assemblies have only started in the last term but are being used to celebrate sporting success.</p> <p>Sports day was a great success with 95% of children fully participating. It was not possible to make this an open event with parents but this was something children were simply not, emotionally, ready to embrace.</p>	<p>Have a school sports day which involves children working in mixed classes where they are winning for their team rather than at an individual level.</p> <p>Invite parents to sports day</p>
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Date:	
Subject Leader:	
Date:	
Governor:	
Date:	