

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

MILLBROOK COMMUNITY
PRIMARY SCHOOL
2021-2022

Commissioned by



Department
for Education

Created by



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	£0
Total amount allocated for 2020/21	£18,290
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,115
Total amount allocated for 2021/22	£18,280
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,395 £19,889.23 spent £5,505.77 carry over to 2022/23

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	70%
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	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%

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
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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: 2020/21		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:
Intent	Implementation		Impact		43%
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:
Increased activity during unstructured times, often children were inactive at playtimes, the introduction of new equipment would encourage children to be more active during the day.	New playground equipment installed and old removed. (football, basketball and cricket markings and equipment focussed).	£10,890	A lot more children have been using the equipment at playtime. All year groups in the juniors have access to this daily.		It is crucial that the equipment is respected by the children and monitored by staff to ensure the impact can last for many years.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					3.25%
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>Since returning to full time education we noticed that the resilience of children during problem solving and team work activities was low. We invited a company called KABS KIDS into school to deliver their teamwork games sessions throughout the year to improve these skills for our young people.</p>	KABS KIDS sessions one day per half term	£600	<p>Teamwork and communication skills improved. Feedback from teachers was really positive. Children developed these skills and really liked how engaging the sessions were, it also provided CPD opportunities for teachers as they could implement similar strategies to their classrooms.</p>	<p>KABs will return but in a different capacity. The days will focus on less classes and work on a specific aspect of learning led by the class teacher, they will work with these classes in several sessions, hopefully having an even greater impact. Classes will be chosen in conversations in staff meetings as some classes may need to work on these skills more than others.</p>
<p>PE kits were once again purchased for children that do not have the correct equipment to safely take part in their P.E lessons.</p>	Rain Jackets/Kits	£227.30	<p>More children were ready and safe to take part in their P.E lessons.</p>	
<p>Rain jackets were purchased for children to wear when representing the school at their competitions this year.</p>			<p>Children represented school and looked like sporting professionals. Children were really impressed with the jackets and were saying they would one day like to have the opportunity to wear them and represent school.</p>	<p>PE kits will once again be bought.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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>We wanted staff to be confident in the resources provided to them to teach high quality P.E lessons, we believed that the P.E passport app offers this whilst also allowing for flexibility when necessary.</p> <p>Providing opportunities for teacher CPD from the LFC foundation sports coach during P.E lessons has worked well in previous years. The coach would work with 6 teachers across the year and also provide an afterschool multisport club for the children.</p>	P.E Passport App Renewed	£399	Pupils are really engaged with the LFC coaches and enjoy the mixture of PSHE and pe opportunities in these lessons. Teachers are more confident to teach pe and have seen the benefit of high quality pe teaching	P.E passport will continue next year.
	LFC Foundation Coach – Whole afternoon including afterschool club 36 weeks	£2250	Teachers enjoy using the app as it provides a start point for planning and clearly shows the learning intentions for their sessions.	LFC foundation participation may increase next year, funding will remain unallocated as these conversations have not yet taken place.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
We intended on increasing the sporting opportunities our children can access during school providing high quality equipment to ensure the P.E curriculum is broad. Providing teachers and teaching assistants with equipment for afterschool sports clubs. Using local companies to provide us with their expertise at various times throughout the year. Swimming achievement was unsurprisingly low last year due to the impact of COVID, we allocated extra	<p>EYFS sports equipment for use in continuous provision and their curriculum offering.</p> <p>CV Dance club to take place twice a week. 32 weeks</p> <p>Extra swimming opportunities for Year 6.</p> <p>P.E equipment to be replenished and repaired throughout the year.</p>	£571.95	The variation in sports day was a massive success, children were really engaged all day and enjoyed the return to pre-covid celebrations. Equipment bought has been used effectively in lessons to provide a broad curriculum offer to children. CV Dance sessions were well attended all year providing children who would not have the opportunity to attend these clubs outside of school with these offerings.	Year 6 will once again receive extra swimming sessions. Unfortunately, the dance club cannot continue but I am in the process of finding another dance school to work similarly with the children. EYFS staff will once again be given a budget. P.E equipment will be updated if necessary for the curriculum to remain broad.

funding to provide all of our Year 6 children 8 sessions of swimming this year.			Swimming has improved dramatically on last year.	
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Key indicator 5: Increased participation in competitive sport				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:
We allocated funds to finally allow children the opportunity to represent our school against other schools in Knowsley. We provided teacher cover and transport arrangement costs for these competitions.	KSSP Level 3 membership	£1300	It has been great to attend a wide range of competitive sporting opportunities provided by KSSP. Children have really enjoyed representing school. This representation helped to achieve bronze school games mark status.	Next year extra funding for transport and supply cover will allow for a greater number of competitions to be entered into. Hopefully aiming towards silver games mark status. Intra competitions will be a focus for 2022-2023 allowing for more children to compete against themselves and their peers in school based competitions.

Signed off by	
Head Teacher:	JM Maloney
Date:	31 st July 2022
Subject Leader:	Alex Webster
Date:	31 st July 2022
Governor:	Peter McDermott
Date:	31 st July 2022