

Evidencing the impact of the Primary PE and sport premium

St Matthew's Primary School, 2021-2022

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:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£21,230
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£21,230
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,230

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	85%
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	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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 – to provide additional Top-up swimming lessons for children in Year

Created by:



Supported by:



	6. The pandemic meant that less had achieved the expected standard by the end of usual provision in St Matthew's. The additional provision cost £1,395.
--	---

Created by:



Supported by:



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: July 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:
				56%
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:
	Subscription to the Cambridge School Sports partnership. Access to Bikability lessons for all Year 5 children. Subscription to Five a Day Fitness TV. Appointment of key role of Sports Coordinator to lead this aspect of our work	£10,635	The subscription to the Cambridge School Sports partnership (CSSP) including a range of high quality coaches, curriculum planning, staff professional development, clubs and Inter School Competition (currently Tag Rugby, Kwik Cricket Festival, Netball , Cross Country, and Quick Sticks Hockey). The resources, support and high quality coaching and competitions played a huge part in St. Matthew's achieving our Gold Kite mark for school games. One of the two PE lessons provided each week to all classes is delivered by Lisa Woolf, our exceptional sports	These processes will be embedded next year.

Created by:



Supported by:



			<p>coordinator.</p> <p>Our sports coordinator also leads our Young Sports Leader Provision. Our Young Sports Leaders organise playground games at lunchtimes for the children, support activities for younger children such as Sports Day, and when appropriate represent the school as sporting ambassadors.</p> <p>Our Annual Sports Days on Parker's Piece raise the profile of sport within the whole school community, as does the parental support at inter-school competitions.</p>	
--	--	--	--	--

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 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 opportunities for staff to observe high quality PE teaching to develop their own pedagogy	Teaching by Lisa Woolf (Sports Coordinator) of all classes across the school taken out of PPA to enable this to happen as appropriate.	Within overall cost of Sports Coordinator role already accounted for above	Lisa has continued to provide all classes with one lesson per week of PE (in addition to the lesson provided by the class teacher each week). Lisa liaises with the class teachers on planning, assessment and provides an excellent model of good practice	We will be continuing with this provision for the 2022-2023 academic year. We will have to evaluate the costs beyond that year to see if this model can be sustained or whether the PE lessons will need to be brought back into PPA.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				38%
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>Increase participation in after-school sports clubs, following a dip during the pandemic.</p> <p>Increase range of clubs on offer to children</p>	<p>Coordination of after-school sports clubs by Lisa Woolf, linking sports clubs to the inter-school competition calendar.</p> <p>Introduce a “second club” option, i.e. sports clubs running from 4:30pm as well as immediately after school</p>	£8,000 for sports coaches, administration	<p>We have greatly increased our participation and the range of sports clubs this year, a factor which feeds into the levels of participation outlined above. The ongoing partnership with Woolfe Sports coordinates this very effectively, providing a link with our main curriculum PE delivery. This enables those who show an aptitude for a sport to be encouraged into after school clubs and then into team. The increase in participation this year (up from 58% in the last, pre-covid, year to 84%, demonstrates the effectiveness of this strategy for maximising participation. This includes £900 to fund Change for Life club for Pupil Premium children.</p>	Clubs are now generating income for the school which longer term could be used to enable the process to be self-financing

Key indicator 5: Increased participation in competitive sport				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:
Opportunities for school to raise standards and demonstrate these in inter-school competitions.	Coordination of wide range of after school clubs with	Transport - £1200 Other costs within Sports Coordinator Role	It was fantastic to see a return to inter-school competition following the pandemic. St Matthew's entered a wide range of sports competitions in the 2021-22 academic year, including entering A and B teams in some competitions. We entered 18 competitions were entered, with 242 team members in total. The re-introduction of team coaching sessions at lunchtime improved performances. Participation was widened with St Matthew's entering two teams in some competitions. We enjoyed wins again in the Cross Country Championships, Tag Rugby and football competitions, showing that we are achieving our dual aims of maximising participation and improving outcomes in terms of skill development and teamwork. St Matthew's achieved the Sainsbury's Gold Kite Mark again.	We have now established ongoing high achievement in terms of participation levels and success in inter-school competition.

