

# Evidencing the impact of the Primary PE and Sport Premium

St Martin's CE School  
2020/2021



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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

Please visit [gov.uk](http://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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Create Development Real Legacy School – we now have staff trained in the delivery of Real PE and our PE Coordinator is trained in – Real PE, Real Gym, Real Play and Real Leaders.</li> <li>• Ofsted 2020: ‘Pupils are motivated to improve their health and fitness in physical education (PE). Teachers can plan a well-sequenced curriculum to develop pupils’ knowledge and skills. Pupils maturely discuss how well PE helps them to learn skills such as cooperation and teambuilding.’</li> </ul>	<ul style="list-style-type: none"> <li>• Due to COVID-19, staff have not had the opportunity to develop and fully apply their CPD from Real Legacy.</li> <li>• To develop and maintain high standards of PE and School Sport; raise levels of participation and staff expertise, whilst adapting to COVID-19 restrictions and protocols.</li> <li>• To raise the profile of physical activity across the school, ensuring it links closely to other areas of the school curriculum e.g. PSHE and Science.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	Swimming lessons begin in Year 4 in St Martin's School.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	No

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.

Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  SPORT ENGLAND  UK COACHING  UK ACTIVE



<p>To give pupils the responsibility of PE equipment and its organisation and distribution – encouraging physical activity for all.</p> <p>To use the playground and its surrounding areas as a resource to raise the profile of physical activity and encourage the participation of it.</p>	<p>To have UKS2 Sports Ambassadors to monitor the physical activity. To have enough badges/sashes to represent the Sports Ambassadors.</p>	£30	<p>more physically active. New games were introduced, this contributed to this also.</p>	<p>Change 4 Life club will be embedded to target the less physically active children. Not yet begun.</p>
	<p>For pupils to help organise and create rotas for all PE equipment, that can be used during lunchtimes.</p> <p>Boxes / Labels / Laminating sheets for use of organisation of the PE cupboard</p> <p>Pupils will have a say in the equipment they would like and how we can use/distribute it fairly across the school.</p>	£200	<p>Children will be motivated and encouraged by older peers to participate in games and physical activities during playtime and lunchtimes. Due to COVID-19, this was not applicable.</p> <p>Pupils will feel a sense of responsibility and entitlement. Pupils had jobs to look after their bag/box of equipment for their year group, sharing the responsibility.</p> <p>Pupils will encourage their peers to be physically active. During the Daily Mile, pupils encouraged one another to be physically active.</p> <p>Pupils will take care of the equipment more as they are responsible for it and had a say in the choosing of equipment. See above.</p>	<p>Real Play Leader training from Create Development. Not yet begun.</p> <p>Change4Life lunchtime games to be organised from Sports Ambassadors. Not yet begun.</p> <p>Sports training to be ran by UKS2 pupils for LKS2 pupils. Not yet begun.</p> <p>Sports Ambassadors to assist during KS1 playtimes and lunchtimes, organising games and keeping all children physically active. Beginning in the 2021-22 academic year, Autumn term.</p>
	<p>To use spray paints and other resources to upgrade the playground, transforming it into an area where children can freely be physically active, mostly through play.</p> <p>To use playground posters with gaming prompts and visuals to encourage all children to play and be regularly physically active.</p>	£230		
<p><b>Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school</b></p>				
				Percentage of total allocation:

as a tool for whole school improvement				%
Intent	Implementation		Impact	Sustainability and suggested next steps:
To motivate and up-skill staff in positively promoting PE and physical activity across the school.	Confidence in staff through PSD CPD and Create Development CPD. INSET and tutorials on how to use the Real Legacy platform accurately. Sports Specialists model how to achieve this motivation in pupils.	See indicator 3 (£4670 and £7595)	Pupils will be inspired and encouraged to actively engage in physical activity and PE lessons. PSD use 'star pupils' for the lesson to encourage the pupils positively. Teachers use dojo points to reward participation at any ability.	Once we have a full KS2 (Y6 cohort), St Martin's School will participate in the borough league competitions and Youth Sports Trust (YST) festivals for an inclusive approach. This is now beginning in the 2021-2022 academic year.
To offer a wide range of extra-curricular clubs for pupils.	PSD PE lessons to deliver a 'taster' of what the extra-curricular clubs consist of. PSD and staff member to encourage participation in physical activity and the extra-curricular clubs St Martin's offer.	See indicator 3 (£4670)	All pupils will willingly participate in physical activity outside of teacher led PE lessons as a result of teacher enthusiasm in promotion. Stand-Up for Louis day really helped encourage all pupils and teachers to be more physically active during the days and lessons.	St Martin's will work towards meeting the criteria for the School Games Kite Mark (Bronze). Not yet begun.
To communicate with parents, sharing real play and real pe @ home access. Children to have the opportunity to be physically active with their families/carers at home, promoting the importance of physical activity.	Home log ins for individual pupils for Real PE @home and Real Play.	See indicator 3 (Part of Real Legacy cost - £7595)	Extra-curricular clubs will be in high demand. They were filled in some year groups. Year 6 were not as interested.	Healthy Heroes programme for Y5/6 focusing on mental health and physical activity. Not yet begun.
To increase concentration, physical activity and improve the learning behaviours of all children.	Implementing The Daily Mile in KS2 with a focus on personal best (PB) and embedding our School Christian		Pupils will be excited for competitive sporting opportunities, offered alongside extra-curricular sports clubs. Year 4 pupils expressed their eagerness and interest for football league to begin.	Setting at home challenges via the Real Legacy platform. Not yet begun.

	Values.		<p>Parents, carers and the wider community will be enthusiastic and willingly participate in physical activity with their children at home. During lockdown, some parents participated in the at home PSD challenges and the Real PE lessons provided. This was noted through ClassDojo messages.</p> <p>During the lockdown, children enjoyed and happily participated in physical activity challenges and lessons provided by the Real PE @ Home platform. See above.</p> <p>Concentration during lessons and learning behaviours are improved. Children enjoy the allocated time to achieve their personal best goals. Children can describe their progression since starting the Daily Mile and the benefits it provides.</p>	
<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>	



For all teaching staff to feel supported in the delivery of PE and teaching it to a high standard.	To use the Jasmine platform with supported videos and examples on how to teach the lessons in advance.  CPD from Create Development team on how to use this resource.	<b>£7595</b>  (CPD, Real Legacy Platform for staff to use as a resource to deliver high quality PE lessons and on the clock support)	Staff voice / feedback on the scheme of work, progression map and high quality resources provided have positively impacted their teaching of PE. <i>Staff voice has provided evidence stating that they feel more supported and have a better level of understanding on what to teach in PE.</i>  Pupils are engaged and enthusiastic during teacher led PE. They develop skills to a high level as well as their social, personal, cognitive, and creative skills (learning behaviour cogs to achieve a holistic child). <i>Pupil voice has demonstrated that teacher led PE lessons have been enjoyable for them.</i>  All teachers trained in the Real Legacy programmes and are more confident in the delivery of PE in comparison to the start of the year. <i>Training happened in 2021-2022 academic year due to COVID-19 restrictions.</i>  PE audit results will improve in comparison to the start of the academic year. <i>Awaiting results for the PE audit.</i>	Continue with whole school training on the use of the Jasmine (Real PE) platform for all teachers as part of Real Legacy. <i>Ongoing.</i>
For all teaching staff to feel more confident in the delivery of PE in comparison to the start of the year.	To use the resources provided and support offered with the Create Development Team to monitor and raise the confidence of staff members with the delivery of PE.  Members of staff to attend all whole school training and any CPD offered.  Members of staff to use the Jasmine platform to support their teaching and aid their confidence in the delivery of PE.			

			Teachers are upskilled as a result of training therefore improving the provision of PE for pupils. Training happened in 2021-2022 academic year due to COVID-19 restrictions.	
Staff members to provide high quality PE lessons in Dance, Gym, Games and Physical Education.  To provide extra-curricular clubs for Dance, Gym, Games and Physical Education sessions and extra-curricular clubs.	Staff have the CPD opportunities from specialist sports coaches to observe high quality PE lessons, with their professional support and expertise.  To provide specialist sports coaching CPD for Dance, Games and Physical Education sessions and extra-curricular clubs.	£4670 (CPD + extra-curricular clubs)	Pupils enjoy all PE lessons, whether there are delivered by specialist sports coaches or teachers. Pupil voice has shown they enjoy all lessons.  All pupils have the opportunity to engage in physical activity, outside of their directed PE lessons (extra-curricular clubs). All pupils got the opportunity across the academic year to sign up for Multisports club. This is a random selection for high numbers. This happens every half term.	Staff to develop their quality first teaching in PE with support. Working towards.  Subject knowledge of staff in sport specific subjects will be consolidated. Working towards.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	Sustainability and suggested next steps:

<p><b>Additional achievements:</b></p> <p>To use specialist coaches (PSD) and Create Development support to allow children to excel and teachers to learn.</p> <p>To develop a life-long love of physical activity, sport and healthy active lifestyles in all pupils.</p>	<p>PSD and Create Development combined will provide:</p> <ul style="list-style-type: none"> <li>- CPD opportunities for teachers to improve their quality and delivery of PE teaching</li> <li>- Constant support</li> <li>- Extra-curricular clubs for sports</li> <li>- Real PE at home for parents/carers to be involved in</li> <li>- Teacher training in Create Development programmes and sport specific via clubs and independent sports specialist coaches</li> </ul>	<p>See indicator 3 (£7595 + £4760)</p>	<p>Pupils to focus on and improve their fundamental skills, which they can then apply during sporting opportunities. <i>Some year groups who trialled the Real PE before training from the company were able to provide this. E.g. Year 4.</i></p> <p>Pupils to increase their physical activity and participation in sports – both inter and intra-school wide. <i>Due to COVID-19 restrictions, this was not possible.</i></p>	<p>To offer a wide range of sports and physical activity opportunities for all pupils, despite limitations for clubs due to COVID-19. <i>This proved difficult due to COVID-19. Happening in 2021-2022.</i></p> <p>To engage more pupils in physical activity by giving them ‘taster’ opportunities and introducing them to new sports – this will be through opportunities via LYG and YST. <i>Working towards.</i></p> <p>To offer specific training for league sporting events, e.g. football, netball and tag rugby, to enable children the skills and training to prepare for league competitions in the Hillingdon borough. <i>Happening in 2021-2022.</i></p> <p>Once safe to do so, invite Olympic athletes through ‘Sports for Champions’ company to deliver whole school activity and assembly opportunity to inspire and motivate pupils. <i>Working towards.</i></p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
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Intent	Implementation		Impact
Sustainability and suggested next steps:			
<p>To hold year group / Trust competition across year groups.</p> <p>To attend Trust wide events (within year groups), increasing intra-school sport opportunities.</p> <p>To promote the benefits of competitive sport around the playground.</p>	<p>Through the use of PSD coaches for training and the Trust's Sports Director organising intra-school sporting opportunities.</p> <p>To use the resources and equipment available on the playground and with the encouragement of pupil leaders.</p>	<p>See indicator 3 (£4670)</p> <p>See indicator 1</p>	<p>More opportunities for children to participate in physical activity and competitive sports, e.g. Football Netball Tag Rugby Due to COVID-19 restrictions, this was not possible.</p> <p>Children willingly play in competitive sports on the playground, encouraging all pupils to participate. Working towards.</p>
Opportunities for KS1 to participate in competitive sport. Working towards.	<p>To attend and participate in inter-school sporting tournaments, festivals and fixtures within the Hillingdon borough. Happening in 2021-2022.</p> <p>Festivals opportunities such as: Badminton (Racket Pack Festival) and Curling. Focus on PP children and SEN. Working towards.</p>		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date:	
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