



Millfield Primary School



Evidencing the impact of the Primary PE and sport premium

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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](https://www.gov.uk/guidance/primary-pe-and-sport-premium) 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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Total amount carried over from 2019/20	£3282.67
Total amount allocated for 2020/21	£21,682.67

How much (if any) do you intend to carry over from this total fund into 2021/22?	
Total amount allocated for 2021/22	£18,640.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,360.00 ie. £720 overspend

<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>		REVIEW July 2022
<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>	74% of the current year 6 at the end of 2021	<p>71% of the current year 6 can swim at the end of 2022</p> <p>FF-S and BM joined in year 6 as non-swimmers.</p>
<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>	74% of the current year 6 at the end of 2021	78% of the current year 6 at the end of 2022
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?		80% of the current year 6 cohort can perform safe self-rescue
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?	No	

Academic Year: 21/22	Total fund allocated: £19,350	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:	
				11%	
Intent	Implementation		Impact		REVIEW July 2022
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:	
Raise and improve the level of fitness for all pupils	Continue to use the Daily Mile so all children receive 15 minutes additional physical activity each day Engage with School Games' Hula Hooping week 28th February - 4th March. Engage with School Games' Healthy Selfie theme	£50	Children's voice through the Sports Crew to feedback children's attitudes towards the Daily Mile. Children seen choosing to engage in hula-hooping at lunch times Boost in children's understanding an engagement with	Continue with the Daily Mile. Create a timetable for staff to pick a time of the day that suits their class best. Continue to subscribe to WSP and engage with activities throughout the year.	Children speak very positively about the Daily Mile and believe it's a good strategy to help their fitness. (See pupil voice) Healthy Selfie offered to children as home learning to encourage active lifestyles with

	<p>Introduce KS2 lunch time leaders to organise games on the playground and field areas.</p> <p>Subscribe to 5 a day TV</p> <p>Resurface the trim trail and A frame using bark</p>	<p>£300</p> <p>£250</p> <p>£1300</p>	<p>healthy lifestyle</p> <p>Increase children's engagement at lunchtimes. Confidence of KS2 leaders improved; increased variety of activities available, more children engaging</p> <p>Variety of HIT type activities happening regularly across the week in all classes.</p> <p>Area can be accessed most of the year and won't be so weather dependant</p>	<p>Maintain Sports Leaders through KS2. Equipment boxes can be used to promote a variety of sports.</p> <p>Continue to use 5 a day alongside the Daily Mile to support 60 active minutes a day.</p>	<p>their families. Children have the opportunity to share this at school.</p> <p>Sports Crew identified and have been assigned separate days to organise games. Children speak highly of our Sports crew (see pupil voice)</p> <p>5-a-day is being used across the school.</p> <p>Awaiting response. JN to chase. C/F 2022/23</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				Percentage of total allocation:	
				36%	
Intent	Implementation		Impact		REVIEW July 2022

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>Maintain a PE notice board in main corridor and celebration assembly to raise the profile of PE and Sport for children and visitors.</p> <p>Role models - sporting personalities so pupils can identify with success and aspire to be a sporting hero.</p> <p>To maintain high quality</p>	<p>Ensure Sports events are documented on the notice board.</p> <p>Celebrate children's success and achievements in celebration assembly- both school related and in own time</p> <p>Invite an athlete into school along with WSP to deliver a sports session.</p> <p>Identify a storage container to protect equipment outside.</p>	<p>£520</p> <p>£2500 x 2=£5000 One for PE</p>	<p>The notice boards are full of information about clubs, achievements, Sports Crew and clubs.</p> <p>Pupils taking part in assemblies and achievements evidenced on the PE notice board with pupil voice.</p> <p>Increased self esteem and confidence having an impact on learning across the curriculum. Improved attitude towards learning after athletes visit. Children are more mindful about how activities can be adapted to support inclusive play.</p> <p>Maintain the quality of equipment and ensure it is</p>	<p>Notice boards and celebration assemblies will continue to celebrate children's achievements in and outside of school.</p> <p>Look at local sporting figures and expertise within the school. Expose children to staff/children's sports activities outside of school. Opportunities for children to teach others with the support of a member of staff.</p>	<p>Celebrations during assembly time occur regularly and the notice board is being used to promote the activities, pupils' voices and our Sports Crew.</p> <p>Booked and scheduled for Monday 27th June.</p> <p>Sheds have been ordered and are due to be delivered on the training day in September.</p>

equipment so staff can deliver high quality PE lessons	<p>Look at local companies. https://www.asgardsss.co.uk/media/mageplaza/product_attachments/attachment_file/a/s/asgard_school_pack_brochure.pdf</p> <p>Stackable storage boxes 84</p>	<p>equipment and one for lunchtime equipment £18 x 15 =£270</p>	<p>fit for purpose.</p> <p>Equipment is easily accessible for staff and pupils.</p>		
<p>To ensure all year 6 children meet and achieve the statutory requirements of the national curriculum for swimming before leaving Millfield.</p> <p>All pupils can perform safe self rescue over a varied distance so they are safe and confident in the water.</p>	<p>Organise 10 Year 6 non-swimmers to swim with the Year 5 cohort.</p> <p>Arrange for a two-week block of intensive swimming lessons.</p> <p>To utilise the coach based at the swimming pool to work alongside the teachers.</p>	£1700	An increased percentage of children feel confident in the water and are able to perform water safety and strokes competently.	<p>SLT agreed with the need for the children of Millfield to continue swimming.</p> <p>Swimming will be offered to all year 5 and 6 children.</p> <p>Additional booster sessions will be provided for year 6 non-swimmers in the summer term.</p>	<p>Non-swimmers were identified and offered swimming sessions.</p> <p>Awaiting swimming assessment data from the swimming coach.</p>

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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>			Percentage of total allocation:	
			13%	
Intent	Implementation	Impact		REVIEW July 2022

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>In order to improve progress and achievement of PESSPA, the PE Lead will undertake the CCC accredited courses:</p> <p>Making the PE and School Sport Premium Count</p> <p>What Ofsted expects of PE?</p> <p>Training for New and inexperienced PE Subject Leaders in Primary Schools</p> <p>Making sense of assessment in PE</p> <p>CCC PE refresher course</p> <p>In order to improve the progress and achievement of pupils at Millfield the focus is on up-skilling the staff.</p>	<p>Enroll onto these courses. Identify if the courses are virtual or face to face. Establish dates when cover is required and appoint cover staff.</p> <p>Attend WPS Network meeting</p> <p>PE Lead to feedback relevant information to staff at staff meetings.</p> <p>Offer all staff the opportunity to enroll.</p> <p>WSP alongside the PE lead to deliver a staff meeting.</p> <p>Tennis coach to work alongside the class teacher</p>	<p>4x course at £120 cover</p> <p>3x £180 cover</p> <p>n/a</p> <p>£150</p> <p>6x sessions within the WSP core package</p>	<p>Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. Subject leader is more confident in supporting other staff and providing effective feedback for whole school improvement.</p>	<p>Whilst the funding continues staff will have the opportunity to attend PE courses to develop their subject knowledge and confidence teaching.</p> <p>This will lead to sustainability as all staff will be supported to feel confident to deliver high quality PE and Sport.</p>	<p>All courses attended</p> <p>Tennis coach delivered 6 PE sessions to all pupils in Year 5/6.</p>

	in Year 5/6 and deliver 6 PE sessions.	price £1550			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				33%	
Intent	Implementation		Impact		REVIEW July 2022
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:	
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who lack confidence in PE and Sport.	Undertake event days offered through the Witchford Partnership. An opportunity for class teachers to work alongside and observe the coaches. -WPS KS1 Team activities -WPS KS2 Health and Well being festival -WPS Year 5/6 Crack the Code -WPS KS1 Festival of cricket -WPS Year 2 Funky Cones -WPS Year 3/4 Orienteering -WPS Year 5/6 Pentathlon	£5600 Subscription to WPS	Staff have more confidence in delivering a range of activities and skills. Increase participation in a range of different games. Children are able to articulate their experience and apply this in PE lessons and lunchtime games.	Continue to subscribe to WSP and engage with activities throughout the year.	Subscription has been sent to WPs for 2022/23. School Games Mark Gold Award (see Gold criteria)

	<p>and Athlete WPS Year 3/4 Well being day</p> <p>Attend Cambridgeshire and Peterborough Colour Run at Milton Country Park</p> <p>Arrange a pupil survey to ascertain what pupils would like. Involve external coaches to offer after school clubs.</p>	<p>£400 Transport Cost</p> <p>£1000</p>	<p>Boost in children's attitudes towards Daily Mile.</p> <p>Children expressed the need for a girls football team. TA and FA coach identified to deliver after school sessions and TA to run a lunch time club. Games and activities identified through pupil voice for the Sports Crew to run at lunch times.</p>	<p>Sports Crew to organise and run activities and games. TA identified to oversee this.</p>	<p>Sports Crew identified and have regular meetings.</p> <p>TA (Yvonne Tolland) identified and organises lunchtime games with Sports Crew.</p>
	<p>Ensure and maintain the quality of PE curriculum equipment Equipment order: Skipping package Basketballs Cricket Bats Storage Boxes for equipment Stool for PE Cupboard Bean bags Tennis balls</p>				

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				7%	
Intent	Implementation		Impact		REVIEW July 2022
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 introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>Engage more girls in inter/intra school teams particularly those who are disaffected.</p>	<p>Identify staff member to work alongside FA coach to develop KS2 girls football team. Arrange which evening for Practices.</p> <p>Identify staff members to run a girls football lunch club.</p> <p>Arrange friendly competition - inter/intra school.</p>	£1550 + 10hrs over-time for TA to also attend	An increase in girls taking part in football at lunchtimes.	TA to oversee the girl's football club after school and during lunch times.	<p>TA (Kerrie Green) assigned 10 weeks of football coaching over the summer term.</p> <p>Girls football club ran by KG at lunch time.</p>

Signed off: For the academic Year 2021/2022 Reviewed: July 2022			
Head Teacher:	Deborah Hannaford	Subject Leader:	Letitia Newman

Pupil Voice

Daily Mile:	Sports Crew
Do you enjoy taking part in the Daily Mile and why?	Do you like having a Sports Crew at lunchtime?
I like taking part in the Daily Mile because it keeps me going. George	Yes because at lunch times it keeps the younger children active. Rosie
Yes because we get to run outside. We get to pace ourselves. Oscar	They slow games down if we find it tricky. Noah
Yes because I like running. Elsie	If you are lonely they will get a game for you and make you feel less lonely. Charlie
Yes because it fun Sofia	They encourage children to get involved, especially if they are alone. Rosie
Yes because you get fitter. Toby	Yes because they teach us skills. Noah
I really like the daily mile because it gets you outside and gives you energy. Ella	Yes because it's fun to play games that the Sports Crew have made. Sofia
I like being outside and running around. It is great fun. Lilly	Yes because they set up a different activities for us to play. Toby

In the academic year 2021/22 Millfield was successful in achieving the Gold School Games Mark

School Games Mark Gold criteria:

GOLD CRITERIA					
Outcome	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
1	You are delivering 30 active minutes for 30% of your school population and are tracking their 30 minutes take up (or not) beyond school.	This is about your provision over and above your timetabled Physical Education time and about how you are encouraging your young people to be physically active across the school day and beyond.	Your SGO will verify this and so you should be able to evidence how your school is adhering to the Chief Medical Officer's recommendations. Tools such as the Active School Planner or other such tools would be good evidence as well as timetable overviews, etc.	Ask your SGO for help! They may be running training or have case studies which can help you deliver more activity during the school day. Consider completing an Active School Planner heatmap to show you where you might want to prioritise development and start registers, records and/or surveys to capture which students are active and when.	This will be a y/n dropdown box. You will be asked via selecting drop down boxes about some examples of what you are currently delivering and how you are tracking their engagement beyond school – your responses will not affect your score.
2	You have identified those young people that would benefit most from your intra competition offer and can evidence they are engaged in this.	This shows that you are using intra competition in the most appropriate way – when your children are competent enough to engage and when their motivation and confidence are matched to the types of event you are offering.	Your SGO will verify this and so you should be able to evidence your timetable of intra competitions/events over the year and what the difference is that you are trying to make to the young people through these as well as the uptake and impact – did you achieve what you set out to?	Download the Positive Experiences in Competition toolkit – consider the tips on how to consult young people (STEP 2) on which experiences/formats would suit them best.	This will be a y/n dropdown box You will be asked via selecting drop down boxes about some examples of intent examples that you are currently delivering – your responses will not affect your score. We also would like to know what sports/activities you are using to engage your young people; this will be a table where you will tick the relevant options for intra.
3	We provide opportunities for our young people to practice and prepare ahead of all their inter competition experience and give reflection time afterwards in line with positive experiences research.	As with other aspects of the school curriculum properly preparing for new experiences gives children confidence that they know what to expect and that they have the skills and knowledge they'll need to make the event a positive one.	Your SGO will verify this and so you should be able to evidence your understanding of positive experiences and how you have put this into practice to ensure that young people aren't just being exposed to competitions/events coldly but that they are adequately prepared and know what to expect so that they can be their best.	Download the Positive Experiences in Competition toolkit – consider how you can best help participants to prepare (STEP 5) and what can be done to help young people recall the positive aspects of engagement (STEP 8)?	This will be a y/n dropdown box. You will need to evidence these interventions. We also would like to know what sports/activities you are using to engage your young people; this will be a table where you will tick the relevant options for inter.

GOLD CRITERIA					
Outcome	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
4	We have identified those young people that would benefit most and have an offer that focuses specifically on those young people developed with our SGO.	This shows that your school is committed to using the opportunities within your local School Games offer to make a difference to those young people that are the least active and/or address inequalities that some young people face.	Your SGO will verify this and so you should be able to evidence which groups of young people would/ have benefited most.	Download the Positive Experiences in Competition toolkit – reflect on the advice regarding identifying the young people in greatest need (STEP 1). Engage with your SGO as soon as you are able – see what from their offer of events, leadership opportunities, transition support and 60 Active Minutes work you can engage with to support your priority groups.	This will be a y/n dropdown box. You will be asked via selecting drop down boxes about some examples of cohorts of young people that you are currently targeting and the types of interventions that you would like to see or are already engaged in and the difference this has made to the young people – your responses will not affect your score and are optional.
5	We have a formal structure to engage our young people through Sports Leaders, School Games Crews or Committees and use them to support our offer.	To support the personal development of their young people, many schools seek to provide a range of volunteering opportunities connected to the School Games. Roles vary in order to engage an array of pupils with differing skills and levels of confidence and also to add volunteer capacity to support your schools' provision.	Your SGO will verify this and so you should be able to share your approach with them.	Consider setting up a School Sport Organising Crew if you haven't done so already – you can find more out more about this by contacting your SGO or by searching 'SSOC' within the resources section of your School Games dashboard.	This will be a y/n dropdown box along with some numbers involved that you will need to input. There will be further drop down boxes to capture the type of leadership opportunity that you provide and how once engaged and trained these young people are helping you with your delivery of your School Games offer. You will be asked via selecting drop down boxes about some examples of how you achieve this – your responses will not affect your score and are optional.
6	We share with our parents our competition intent and ask the same of other external providers engaging with our school.	To secure the best engagement from young people we may also wish to enlist the support of their parents/carers and other providers. This can help them to understand why they have been chosen to take part and what the event aims to achieve so that they can celebrate this with the children.	Your SGO will verify this and so you should be able to share your approach with them and evidence this.	Download the Positive Experiences in Competition toolkit – how might you communicate intent with parents (STEP 5)? How would you respond to the key questions set out in the document?	This will be a y/n dropdown box. You will be asked via selecting drop down boxes about some examples of how you achieve this and what other providers you are engaging with – your responses will not affect your score and are optional.

GOLD CRITERIA					
Outcome	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
7	We have used the power and inspiration of B2022 CWGs to engage our young people and parents and we have seen an uptake in participation as a result.	<p>Through your SGs dashboard you can access the B2022 School Games content and links to other providers content</p> <p>https://www.yourschoolgames.com/app/resources/384/</p> <p>Please note you will need to be logged in to your dashboard to access these resources.</p> <p>Show how you plan to capitalise not only the inspiration of performance but the message of inclusivity in society in your School Games planning and the Commonwealth Games values of Humanity, Destiny and Equality.</p>	Attendance at events, engagement in interventions, leaders work, working with clubs/athletes.	Engage with your SGO as soon as you are able – see what from their offer of events, leadership opportunities, transition support and 60 Active Minutes work aligns to B2022 Commonwealth Games.	<p>This will be a y/n dropdown box.</p> <p>There will be further dropdown boxes for you to evidence how you have achieved this as well as the opportunity for you to indicate if you would like to be a part of the more formal Legacy investment evaluation as led by Sport England.</p>