

# 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](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, 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](#).



## Details with regard to funding

Please complete the table below.

|   |          |
|---|----------|
| Total amount allocated for 2021/22  | £19,710  |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £14,658  |
| Total amount allocated for 2021/22  | £ 34,368 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 34,368 |

## 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><b>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</b></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><b>N.B.</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.</p> <p>Please see note above</p>  | Approximately 40%  |
| <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>  | Approximately 25%  |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | Approximately 40%  |
| <p>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?</p>   | Used funding to enable extra swimming sessions to accommodate all KS 2 classes |

## 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:              |  |
|---|--|----------------------------|--|
| <p><b>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</b></p>   |  |                            | Percentage of total allocation:<br>33%   |
| Intent  | Implementation   | Funding allocated          | 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>  |
| <ul style="list-style-type: none"> <li>All children have a minimum of 30 minutes of outdoor play during lunchtime and 15 minutes of outdoor play in the morning, with a choice of structured sporting activities on a rota basis.</li> <li>Targeted physical activities provided to encourage least active children to become engaged and involved. Encourage active play during break times and lunchtimes.</li> </ul> <p>Ensure all year 6 pupils participate in primary school swimming to meet requirements of NC by end of KS2</p> | <ul style="list-style-type: none"> <li>Ensure year group timetables have 2.5 hours of allocated physical activity per week, including PE lessons and planned physical activities during break and lunchtime.</li> <li>Follow government, professional bodies advice</li> <li>Clear timetable of physical activity, across the school.</li> <li>Reboot of marathon kids and 5 a day, ensuring timetabled time to complete</li> <li>Audit engagement of groups of pupils during PE lessons and break/lunch time provision and purchase resources to promote physical activity.</li> <li>Purchase Active boards to increase lunchtime provision and pupil reaction skills</li> <li>Promote home challenges to increase physical activity out of school hours.</li> <li>Continue with support during school swimming lessons. Introduce Swimming catch-up clubs</li> </ul> | <p>£11,700</p> <p>-</p>    | <ul style="list-style-type: none"> <li>*All classes have 2 sessions of PE per week (2 hours in total), both indoor and outdoor, curriculum plans are progressive and develop specific skills and knowledge in line with 'Get Set for PE.'. All pupils take part in PE lessons.</li> <li>*All children have a minimum of 30 minutes of outdoor play during lunchtime and 15 minutes in the morning. At these times outdoor play is structured on a rota basis at including football, basketball, cricket, <i>active boards</i> and play equipment.</li> <li>*Re-launch of <i>Marathon Kids</i>, ensured pupils understood the importance of daily exercise.</li> <li>*All Y6 children had extra <i>swimming sessions</i></li> </ul> <p><b>Impacts</b></p> <ul style="list-style-type: none"> <li>*Increased physical activity levels amongst children.</li> <li>*Promoted physical and mental well-being.</li> <li>* Increased involvement of least active at lunch and break times.</li> <li>* Increased water confidence and competence of Y6 swimmers.</li> <li>* Pupil's skills and knowledge of PE and sports has increased. Pupils are able to articulate their learning. Pupils talk about keeping healthy and fit.</li> </ul> |
|   |  |                            | <p><u>Sustainability</u></p> <p>Active 8 boards in use for 2022/2023 Timetables continue to have 2 one-hour PE lessons per week.</p> <p>Activities continue to be promoted and available at break and lunch to ensure participation in additional fitness.</p> <p><u>Next steps</u></p> <p>Re- launch of Marathon Kids amongst all classes in September to continue success.</p> <p>Development of sporting activities on offer at break and lunch to appeal to more pupils.</p> <p>Use of sports leaders to promote engagement in activities at break and lunch</p>   |

Created by:



Supported by:



| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |                               |   | Percentage of total allocation:<br>17%   |
|--|--|-------------------------------|---|--|
| 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 :<br>£6,423 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>Improved communication between school and home on physical activity in school and how to support at home</li> <li>More children involved in more interschool and intra-year competitions.</li> <li>Development of intra-school competitions.</li> <li>Actively encourage pupils to take on leadership roles that support the delivery of sport and physical activity within the school.</li> <li>Encourage active travel to and from school.</li> <li>New playground equipment be maintained and monitored, to ensure active engagement across the school.</li> <li>Challenge Stereotypes and raise the profile of sport. Promote and encourage healthy lifestyle choices across the school community.</li> </ul> | <ul style="list-style-type: none"> <li>Half termly newsletter to parents to identify:               <ul style="list-style-type: none"> <li>Skills taught to pupils</li> <li>Follow-up activities for pupils at home</li> <li>Promotion of extra-curricular activities</li> <li>Promotion of local areas physical activity groups</li> <li>Competitions</li> <li>Details of PE days and PE kit</li> </ul> </li> <li>Hold more sports events throughout the year, with a focus on enrichment activities and physical mental health</li> <li>Trained Play Leaders to help engage those who are otherwise reluctant to participate.</li> <li>Encourage walking, scootering and cycling to and from school.</li> <li>Curriculum Display - challenge stereotypes and display key vocabulary to raise the profile of school sports and PE across the school.</li> <li>Purchase sports kit to promote physical activity</li> </ul> <p>Promote Commonwealth Games and involvement in Birmingham activities and events</p> |                               | <p>Use of dojo improve communications regarding PE with parents and promote physical activity opportunities.</p> <p>Established pupil leadership opportunities through <i>junior sports leaders playmaker award</i>. Raised self-esteem of those involved and enabled a successful sports day</p> <p>Introduction of staff and pupil PE teams sports <i>polo tops</i> has raised profile and pride within physical education. Pupils want to take part in sporting activities so they can wear the logoed tops.</p> <p>Promotion and celebration of the '2022 Commonwealth Games' hosted by Birmingham</p> <ul style="list-style-type: none"> <li>-Perry the mascot visit</li> <li>-bring the power to Birmingham taster activity workshop.</li> </ul> <p>Pupils understanding of local, national and international sport has increased. Pupils have greater understanding of sports and para-sports.</p> <p>Bikeability- Yr 1,4,5,6 accessed balance bike/bikeability training. All pupils achieved level 1 and some pupils achieved level 2. Pupils biking ability has increased and pupils who achieved level 2 have increased safety awareness when riding on the streets.</p> <p>Pupils knowledge and skills in targeted sports for Sports Day improved. Pupils are able to articulate their learning, commenting on skills they have learnt and developed.</p> <p>Active 8 boards and wider variety of activities for children to do at break. This has increased engagement and also improved behaviour on KS2 playground.</p> | <p><u>Sustainability</u></p> <p>Dojo to be continued next academic year to support promotion of PE and sporting activities</p> <p>2021/2022 Sports Leaders will be able to contribute towards PESS in 2022/2023.</p> <p>New 2022/2023 cohort to be trained.</p> <p>Team POLO tops to be kept centrally for reuse in 2022/2023</p> <p><u>Next steps</u></p> <p>PE awards/celebrations</p> <p>Increased opportunities for inter-school competitions.</p> <p>Increased opportunities for intra-school competitions – outline for next academic year has been submitted.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                    |   | Percentage of total allocation:  |
|--|---|--------------------|---|--|
|  |   |                    |   | 15%  |
| 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:   |
| <ul style="list-style-type: none"> <li>Increase in staff knowledge and skills of physical activities for their year group</li> </ul> <p>Using PE specialists to work alongside teachers to provide mentoring, professional development and resources to embed high quality physical activity across the school</p> | <ul style="list-style-type: none"> <li>Audit staff in Autumn 1 and map out CPD for the academic year</li> <li>Identify CPD requirements for specific staff</li> <li>Provide CPD opportunities to meet staff requirements</li> <li>Audit staff at end of year to monitor impact</li> <li>In class support by PE lead to develop staff skills</li> <li>Explore how Aspire / KSSP teacher CPD packages could support staff.</li> </ul> | £5,000             | <p><b>'GET SET 4 PE' membership</b></p> <ul style="list-style-type: none"> <li>*Progression of lessons within units and throughout years.</li> <li>*Standardisation of lessons across year groups.</li> <li>*Positive staff feedback regarding schemes of work including -'Easy to use'...'thorough'...'detailed'...'clear differentiation and teaching points'.</li> <li>*Staff discussions and informal observations show lessons are being taught in accordance to schemes of work and pupils have clear awareness of how to perform and apply skills.</li> </ul> <p><b><u>PHYSICAL EDUCATION CURRICULUM SUPPORT- ASPIRE</u></b></p> <ul style="list-style-type: none"> <li>*PE specialists mentored and coached members of staff across Y1,2,3, 4 and 5.</li> <li>*Impact report forms evidence gains in skills, knowledge and confidence of teaching PE</li> </ul> | <p><b>Sustainability</b></p> <p>Increase confidence and competence of PE staff to impact quality of PE teaching in 2022/2023.</p> <p>Next steps:</p> <p>Continued use of Aspire PECS to support new staff in school and to build on existing staff's knowledge and skills.</p> |



| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                    |   | Percentage of total allocation:<br>20%   |
|---|--|--------------------|---|--|
| 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:   |
| <ul style="list-style-type: none"> <li>Wider variety of after school clubs available to all children.</li> <li>More children involved in inter-school competitions</li> <li>Continue to provide a broad range of sports activities to encourage more pupils to uptake sports and physical activity.</li> <li>Maintain high levels of participation by selecting specific groups of pupils.</li> <li>Ensuring clubs are still available to access, and that children's needs and interests are still being met.</li> </ul> | <ul style="list-style-type: none"> <li>Pupil voice to ensure that selection reflects pupils' interests.</li> <li>Use specialist sports providers to deliver a range of alternative sports.</li> <li>Specific age groups for clubs so children work at an achievable level</li> <li>Audit current uptake of clubs and invite specific groups of pupils to attend.</li> <li>Maintain high levels of attendance to inter-school competitions and other events available.</li> <li>Engage with other schools at competitions.</li> </ul> | £8,000             | <ul style="list-style-type: none"> <li>*All year groups able to access extra-curricular sporting activities, led by skilled/trained professionals.</li> <li>*Introduction of varied clubs has resulted in increased participation across the school. Clubs have included: Multi-sports, street-dance, sports leaders, cricket and football.</li> <li>*Sports Leaders course provided an opportunity for pupils to be involved in sporting events, without participating.</li> <li>*All activities have a balanced take up of boys/girls.</li> <li>*Increased participation of pupil premium pupils</li> <li>*Increased participation of SEND pupils</li> <li>*Quidditch implemented into Yr3-6 curriculum and positive feedback from children. Pupils are able to articulate the skills required to play the game.</li> </ul> | <p>Sustainability:</p> <p>Sports Leaders to lead activities in school</p> <p>Application of newly acquired skills into lessons and intra-school competitions.</p> <p>Next steps:</p> <p>New cohort of sports leaders to continue succession</p> <p>New pupil voice to find out what clubs pupils want next year</p> <p>Explore additional companies to deliver extra-curricular activities</p> |

| Key indicator 5: Increased participation in competitive sport   |  |                    |   | Percentage of total allocation:  |
|---|--|--------------------|---|--|
|   |  |                    |   | 15%  |
| 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:   |
| <ul style="list-style-type: none"> <li>Organise and co-ordinate more sports competitions and tournaments within the school or intra-school to encourage more children become involved and enter.</li> <li>Raise the profile of sport through Inter sports and Inter-School games engagement.</li> <li>Actively encourage pupils to participate in school games.</li> </ul> <p>Maintain high levels of attendance to inter-school competitions and other events available.</p> | <ul style="list-style-type: none"> <li>Promote engagement and success in these events through assemblies/ school newsletter/ social media.</li> <li>Maintain high levels of participation by selecting specific pupils.</li> </ul> <p>Engage with other schools at competitions to create links for future sport fixtures.</p> | £3,245             | <p>*Trust Proposal presented. Contact made with Yarnfield relating to inter school sports in 2022/2023.</p> <p>*Sports days for individual year groups allowed more activity for children. Positive pupil, staff and parental feedback. Profile of sports day raised.</p> <p>*Participation in inter school tournaments when and where possible</p> | <p>Sustainability:</p> <p>Continued raised profile of sport and sports day</p> <p>Next steps:</p> <p>Inter-school plan to be put into action for 2022-2023</p> |

|                 |                      |
|-----------------|----------------------|
| Signed off by   |                      |
| Head Teacher:   | David Barker         |
| Date:           | 10.10.2021           |
| Subject Leader: | Andrew Beales        |
| Date:           | 10.10.2021           |
| Governor:       | Ava Sturridge-Packer |
| Date:           | 11.10.2021           |