

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 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	£19,560
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,954.48
Total amount allocated for 2021/22	£19,560
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,514.48

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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</p>	72 %
<p>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</p>	72 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	72%
<p>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?</p>	Yes/No

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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:		
<p>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</p>			Percentage of total allocation: 26.4%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>1. Maths of the Day. An online subscription of activities and resources to support planning for staff in Numeracy. This tool is used to ensure maths lessons are active where possible, linked to the curriculum and trying to support the ethos of active 30 minutes.</p> <p>2. Forest School. By providing a trained teacher to run our forest school sessions we wanted the children to be able to build upon the skills and techniques that they had learnt in our Early Years forest school provision. We wanted the children to be able to use a variety of tools and techniques appropriately and carefully. To be able to play team games within the forest school setting and to gain a great love and enjoyment for outdoor play</p>	<p>Staff are encouraged to plan an active maths session each week. The class then record their photo page describing the activity and photos of the children being active.</p> <p>All children across school received sessions delivered by a trained forest school provider. They will progressively build up their skills and techniques and be given the opportunity to learn and be active in numerous environments with our forest school.</p>	<p>£ 575.00</p> <p>£ 4,590.00</p>	<p>Active Maths has contributed to ensure all children in school are receiving 30 active minutes each day. Attitudes towards physical activity have improved throughout the school, children who were struggling to stay motivated in Maths have had a particular increased interest in the subject, encouraging problem solving and communication skills between pupils.</p> <p>Feedback from the sessions was very positive. All children participated and enjoyed their sessions. Skills were tracked week on week so all children made progress from their starting point. Team work has improved and children play together well.</p>	<p>Look at providing intervention for specifically identified groups to see if it makes an increased impact. E.g. Lower ability mathematicians, boys, girls, low confidence and engagement in maths</p> <p>We have trained a Level 3 member of staff as a forest school leader so that we are able to provide sessions for EYFS</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 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:
1 Youth Sport Trust membership	All staff have access to the resources available through YST to support the profile of PESSPA in school.	£200	Pupils are very proud to be involved in sports which is impacting on confidence and self-esteem. Increased self-esteem, confidence and leadership skills which is having an impact on learning across the curriculum.	Continue membership and engaging with YST
2. Updating and refreshing PE equipment to raise profile of PE and games.	By purchasing new PE equipment we were able to improve the quality of PE sessions as children are able to develop skills quicker when using their own equipment. We were also able to purchase equipment so that children were able to experience new sports within their PE sessions.	£ 1,141.52	Quality of PE sessions has improved and the amount of time that children are active has increased as they are spending less time waiting for equipment. Children have experienced new sports such as blind football and boccia.	Ensure that equipment is monitored and maintained. Build list of essentials that need replacing each year.
3. TLR payment	By having the member of staff who is school sports coordinator on the middle leadership team it enables them to bring items to SLT meetings and raise the profile of Physical education	£2583	Profile of PE has been raised through out school. CPD is planned and staff are trained well. Children have a variety of clubs and get to experience alternative sports	

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
17.9%

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:
All teaching staff have received this CPD to ensure the quality of teaching in games is good/ outstanding. <ol style="list-style-type: none"> CPD Training: Focus games Using qualified and specialist coaches to improve quality of delivery for children. Using known local sports clubs to provide links for out of school sport 	Sports Premium has been used to enable coaches to come into school and work with each individual class and teacher while maintaining their 'bubbles' in line with the Covid-19 Risk assessment. EYFS- Rugby Tots Yr 1 and 2 WBA Multiskills Yr 3 and 4 qualified tennis coach Yr 5 and 6 Ace sports – cricket coaching	£900 £ 1,296.00 No Charge £ 1,320.00	Staff completed reviews indicating areas where their confidence had improved and identified key elements that they are taking forwards into their teaching. Children completed pupil voice reviews where they indicated how much they had enjoyed working with sports coaches.	Ensure that staff take key areas of teaching identified from sports coaching into their teaching. Complete observations through next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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:

<p>Increasing range of sports offered to children. This was challenging during the year as coaches allowed into school were limited and children could only operate as part of class bubbles.</p>	<p>By purchasing new PE equipment, we were able to give a limited range of new sports and activities for the children to experience.</p>	<p>£ See above</p>	<p>Children have experienced new sports such as blind football and boccia within their PE sessions.</p>	<p>Continue to offer new and varied sports within PE sessions and also look to work with a wide range of external coaches and providers in 2021-22.</p>
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Key indicator 5: Increased participation in competitive 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:
Covid -19 has severely impact on the ability of children to compete with others. All inter and intra sport was limited. Children used virtual competitions provided by Active Black country.	Virtual competitions given to all staff who were teaching each individual bubble of children. Results were gathered and compared with the rest of the class and then sent to central collection point so that they were compared with other schools in the Black country.	£0	Pupils enjoyed competitive element of virtual events. Performance was raised when competing.	Look to engage with other school for competitions throughout the 2021-22 academic year.

Signed off by	
Head Teacher:	T Powell
Date:	July 21
Subject Leader:	J Bennett
Date:	July 21
Governor:	S Slater
Date:	July 21