

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

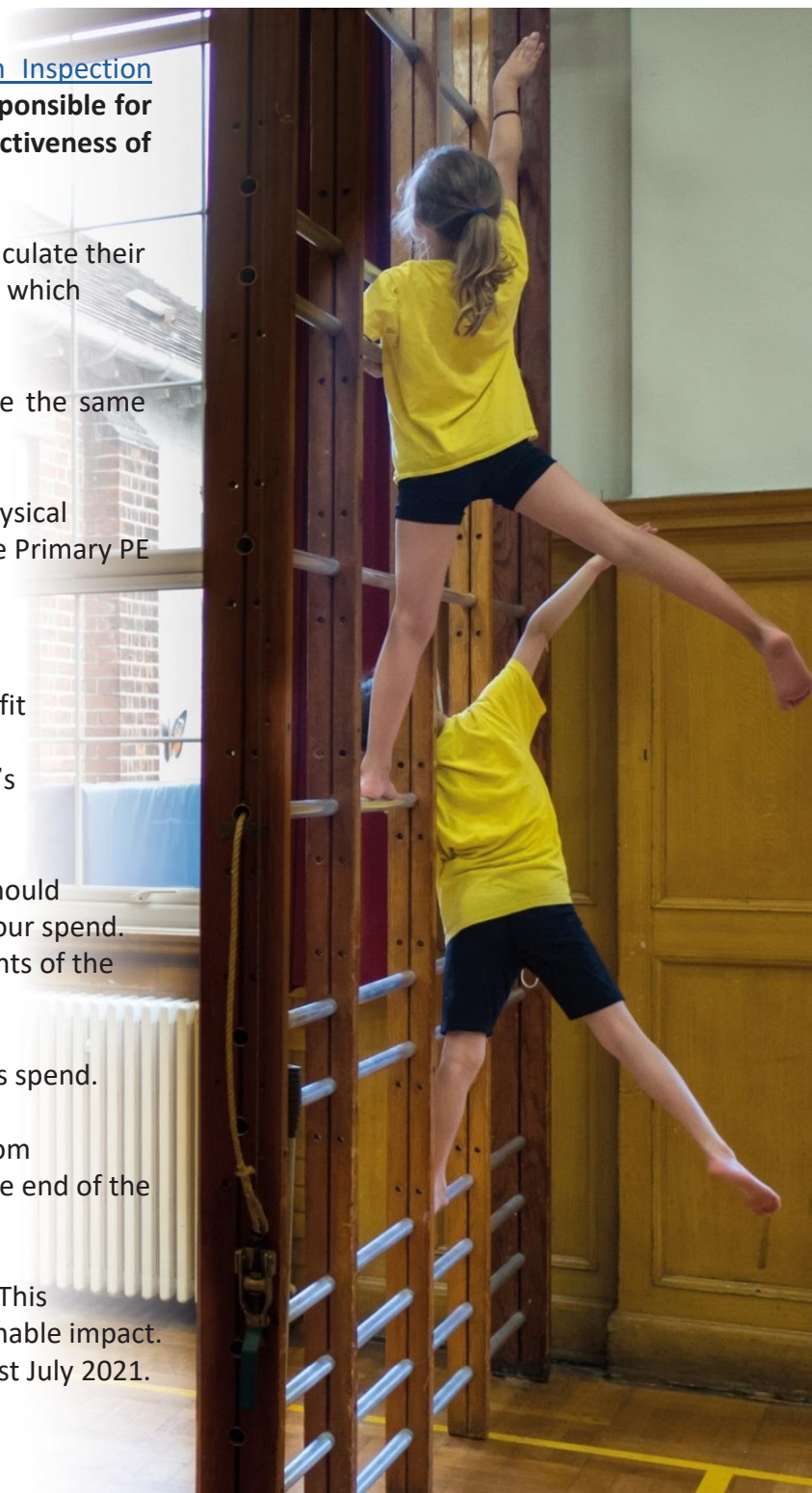
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

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 until July 2020: | Areas for further improvement and baseline evidence of need: |
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| <p>The Head teacher, SLT and PE Subject Leader are committed to ensuring that all pupils will receive 30 minutes a day of activity in school as well as at least two hours of high quality PE teaching per week, delivered by confident, well trained teachers.</p> <p>A team-teach approach is ongoing; a qualified sports coach is employed and works alongside teachers to develop good quality PE lessons that teachers deliver with an increased confidence.</p> <p>Profile of physical health and emotional and mental wellbeing raised across the school.</p> <p>Outdoor areas and provision around school have been improved to provide opportunities for children to be more active.</p> <p>Opportunities for 'less active/sporty' children to access extra-curricular provision which focuses on healthier lifestyles.</p> <p>The school has competed in Multiskills, Agility and Netball competitions with plans to compete in a wider variety of sports before lockdown.</p> <p>Play leaders in place to increase the physical activity in the KS1 playground at lunchtimes during Autumn and start of Spring term of 2020.</p> <p>Maintained the Silver School Games Kite mark in July 2020.</p> | <ul style="list-style-type: none"> *Audit the quality of sports/PE provision. Our aim is to maintain the School Games Kite mark (Silver Level). *To review our extended schools provision to ensure we are meeting the needs of all groups of children. *To continue to develop our links with Streetly Sports Academy Partnership and Walsall Catholic Schools Partnership in providing opportunities for competition and training. *Provide all year 6 pupils who are unable to swim 25 meters the opportunity to attend swimming classes out of school hours. *Sustainable play leader development (in line with Covid-19 restrictions)- continued pupil work force offering a range of activities at play and lunchtime. *To provide a variety of opportunities for all children in Key Stage 1 and Key Stage 2 and to ensure all children continue to access 30 minutes a day of physical activity. *Develop the school's outdoor area to help children to achieve 30 active minutes a day and to support staff with outdoor learning. *Update equipment in order to facilitate sporting events both in school and out. *Put a focus on mental health and wellbeing in school to ensure that children are supported during transition back into school life. |

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

Total amount carried forward from 2019/2020 £14,420
+ Total amount for this academic year 2020/2021 £16,780
= Total to be spent by 31st July 2021 £31,200

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| <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 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> | |
| <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 2021.</p> <p>Please see note above.</p> | 78% |
| <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> | 78% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 71% |
| <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 |

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

| Academic Year: 2020/21 | | Total fund allocated: £31,200 | | Date Updated: July 2021 | |
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| 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: 71% |
| 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: £22,000 Total Spend: £21,743. 55 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | | Sustainability and suggested next steps: |
| To maintain 30 minutes of daily physical activity for all children with a focus on outdoor learning and active break times. | *Increased access to physical activity at lunch time and break time including engaging equipment. *Develop outdoor areas including playgrounds and garden spaces to support in making break times and lesson times more active. | £809.55 for playground equipment £19,160 for trim trail and playground markings- trim trail will be completed next academic year | *Increased engagement with equipment at break times. *Increased agility and physical fitness overall. *Opportunities to build social relationships both at break times and during lesson time. *Active time in curriculum outside of PE is increased. | | *Activities to become more child-led. *Use of outdoor areas to become embedded across the curriculum. |
| Targeted intervention for non-25 metres swimmers in Year 6. | *To provide the opportunity for children who are unable to swim 25m and those who are less active, access to funded intensive swimming sessions outside of the school day. | £700 allocated- amount will be confirmed next academic year after lessons | *JK to organise swimming provision. *Quotes for provision. *Register of children attending. *Achievements of children. | | *To sign post parents to the swimming club and promote swimming from an early age. |

| | *The children have the best quality assured coaching to enhance their sporting possibilities. | are completed. | *Termly reports on children's progress. | |
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| To maintain 30 minutes of daily physical activity for all children with a focus on active learning. | *Purchase 'Teach Active' and share with all members of staff to encourage active learning during lesson times. | £1,074 | *Increased engagement in lesson time. *Increased agility and physical fitness overall. *Opportunities to build social relationships during lesson time. *Active time in curriculum outside of PE is increased. | *Use of outdoor areas to become embedded across the curriculum. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 3% |
| 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: £1,000 Total Spend: £791.60 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To provide top-up mindfulness resources for staff to help encourage use of mindfulness during class time. | *Purchase mindfulness resources to help teachers deliver sessions to benefit their classes. | £271.60 | *Increased focus during lesson times *Teachers more confident to deliver mindfulness sessions. | *Monitor and evaluate the impact of these resources. *Top up as necessary |
| Improvement of fitness and fundamental skills. | *SP to sign up to and deliver training for 'Amaven' with a focus on use of fundamental skills development. | £520 | *Children's physical fitness will improve. *Children's ability to perform fundamental movement skills will improve. *When children begin to play team | *Bank of resources for when classes or individuals are struggling with a specific fundamental skill. *Improved ability during sports. *Increased confidence in |

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| | | | games again, their individual performance will improve. | physical ability. *A better understanding of how important fundamental skills are to sports and other physical activities. |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| | 12% |

| Intent | Implementation | Impact | |
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| 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: £4,000 Total Spend: £3,310 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: Sustainability and suggested next steps: |
| To provide staff with guidance from trained sports coaches in the form of team teaching. To provide children with increased opportunities to a variety of sports through coaches. | *TSR to work with years 1-6 throughout the year. | £3,110 | *Children's skills, fitness and knowledge of sports will improve. *Teachers will be more confident to deliver *Evaluate the impact of TSR through staff questionnaires and pupil voice. |
| Time allocated to allow the PE Subject Leader to continue to develop in her role and audit the current state of PE, action plan and drive the subject forward. | *PE Subject leader to attend training provided by Streetly Partnership and feedback any updates/good practise to staff. *PE subject leader to attend WCSSA meetings and feedback any updates/good practise to staff. *Management time allocated to allow subject leader to prepare for, monitor and implement staff training where needed to ensure the PE curriculum being delivered is of high quality. | £200 | *PE Subject leader continues to gain confidence in her role and continues to build a network of support from local primary schools and from the Streetly Partnership. *PE planning and curriculum is of high quality, broad and balanced ensuring that children are being provided a varied, rich and effective skill-based PE curriculum. *Management evaluation forms completed stating the impact of the time allocated. *PE Subject leader to gain support in the future from the network built - also opportunities for joint training / increased competitions with local primary schools. *PE subject Leader to continue to seek CPD and share with colleagues to develop PE provision further. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--|--|---|
| | | | | 10% |
| 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: £3,000 Total Spend: £2,605 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To provide staff with further training for PE. To provide the PE Lead with time to assess the needs of children/staff and action these needs. | *Pay into Streetly SGO for training. *Pay into WCSSA for access to resources and competitions. | £1,450 | *Staff confidence to increase when teaching PE/active lessons. | *Evaluate the impact of Streetly SGO on our staff and children. *Evaluate the impact of WCSSA on our staff and children. |
| Provide opportunities for children to access a wider range of sports and activities e.g. archery during an extra-curricular. | *To purchase equipment to ensure children are provided the opportunity to access new sports. | £315 | *Children to gain confidence by participating in new sports. | *Continue to provide these additional opportunities for children. |
| Use the Tokyo 2021 Olympic and Paralympic Games as a means to source new sporting opportunities and experiences for children. | *SP to organise sporting opportunities for each year group linked with Olympic and Paralympic events that children have not experienced e.g. fencing, archery, boccia. | £840 for new sports for year groups | *Register of participants. *Timetable of new sports. *Increased opportunities for varied sports. *Children able to access different sports/activities. *Children to have a greater understanding of the Olympic and Paralympic games. *Potential to access more | *Use pupil voice to develop activities. *Make further links with outside agencies to provide new sporting opportunities. |

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| | | | opportunities for competition through learning a new sport. | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 4% |
| 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: £1,200 Total Spend: £1,156.65 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To purchase equipment in order to teach new sports, including basketball. | *Purchase basketballs and nets so that staff and children can use them to teach/play basketball. | £1,156.65 | *Children will have access to a new sport and the equipment they need to play it. *Hand-eye coordination will improve as well as physical fitness. | *Evaluate the impact of the new equipment through staff questionnaire and pupil voice. |

Total amount spent 2020/2021

£29,606.80 (including work to be completed next academic year)

Total amount carried forward to 2021/2022

£1,593.20