

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](https://www.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	£
Total amount allocated for 2020/21	£19750
How much (if any) do you intend to carry over from this total fund into 2021/22?	£187
Total amount allocated for 2021/22	£19960
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19947

Swimming Data

Please report on your Swimming Data below.

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	
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	58%
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	34%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	3%
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

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:	
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:
				19%
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:
To improve the opportunities to engage in structured physical activity.	<p>All Pupil Premium children can attend one after school club per week for free.</p> <p>All resource base children to receive specific coaching from West Bromwich Albion SEND specialists.</p>	<p>Aut 1 - £210 Aut 2 – £285 Spr 1 - £267 Spr 2 - £276 Sum 1 - £213 Sum 2 – £294 Total - £1515</p> <p>£2,250</p>	<p>Children have been able to stay active and learn to cooperate in games and with their peers after the full year with no COVID interventions holding them back. Children have been provided with more opportunity to take part due to an increase in the number of pupil premium children. Pre-COVID PP – 12%, after COVID – 20%)</p> <p>Children have been improving their gross and fine motor skills as well as learning how to socialise and play competitive games.</p>	<p>Ensure that all children attend an extra-curricular club and continue running sports crew clubs.</p> <p>Extend provision to a breakfast club.</p> <p>View with WBA a progression of skills and knowledge and review the impact of the pupils' learning.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
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:
To improve the profile of PE.	Purchase PE kit so that sport and fitness are actively promote.	£500	All member of staff wearing PE kit on appropriate PE days to show the importance of PE, raise the profile and have been a role model to show what the expectation is for everyone. A marked reduction in children not wearing PE kit on PE days which means more children are taking part more often. Almost 100% of children taking part apart from those who are ill. Children were inspired by the athlete who visited. We have also offered tickets to families for other sporting events which have been made available for free. Sports crew (Changemakers) are running lunchtime clubs for Year 2 pupils after receiving training from secondary Changemakers and athletes at St Paul Girls School	To be considered for the new academic year
To improve the aspirations of pupils in PE.	Athlete visit to school for all children from Nursery to Year 6.	£589		
To implement a new scheme to further train staff and engage children in High Quality PE.	New scheme – Real PE.	£2890		PE lead to monitor and take part in pupil and staff voice as well as monitoring standards in lessons.
Use of sports crew as Changemakers	Consolidating the use of sports crew and using these pupils as Changemakers as part of the Commonwealth Connections project.			Continue the legacy of the Commonwealth Connections project by dividing Sports Crew into ambassadors, leaders and apprentices with each one training the other. Sports leaders to work with Year 2 children initially on a lunchtime club delivered by them once a week.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				56%
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	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:

consolidate through practice:				
Teachers and children to be supported with sports coaches so that children have better opportunities for teaching and learning development and identification of gifted and talented children in sports.	Jo Nightingale – SGO – Support staff to deliver PE and support new PE Leader to implement change.	£5,500	The impact on staff will be an improved knowledge of all sports, games and their rules and specific techniques and skills required. All staff will have a better understanding of how to support all attainers in achieving their best to support their progress. The current PE lead is leaving and a new lead will be taking over. The SGO will support that new member of staff to complete all necessary paperwork.	Ongoing CPD for all staff across the curriculum.
To buy all of the necessary equipment and resources to ensure that teaching and learning is of, at least, a good standard and to ensure all large equipment is at the appropriate safety standard.	Equipment and resources to support the teaching and learning of P.E.	£2100	Outdoor equipment to improve and support active play in the playgrounds at play and lunch times. Children are still on split playtimes after Covid as it has worked very well in reducing the number of children on the playground at any one time. It also means that children have the ability to play with toys and outdoor games which has increased the activity of children during lunchtime to support their Active 30 minutes each day within school time.	
Provide lunch time equipment to engage pupils in physical activity.	Equipment and resources to support pupils to be physically active. Lunchtime supervisors and sports crew have the correct equipment to engage with pupils.	£3500		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
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>To introduce pupils into sports traditionally played in other countries as part of the Commonwealth Connections Project.</p>	<p>Work collaboratively with partner schools in Nigeria and Birmingham clusters.</p> <p>Develop knowledge of other sports through the Changemakers project.</p> <p>Transport to St. Paul's Girls' School to work collaboratively with other children from other schools in Birmingham as well as schools in Nigeria.</p> <p>Shared transport to take part in the competitive element of the Commonwealth Connections Sports Day.</p>	<p>£500</p>	<p>Children have had a one-off experience of a year-long project with the Commonwealth Connections celebration as we are in Birmingham. This has supported their knowledge of leading games, competing in games and making links with other children in the Commonwealth nation of Nigeria. Children appeared on the local news exhibiting their success.</p>	<p>Ensure children have opportunities to contribute to and complete within school.</p>
<p>To introduce less active pupils to a wider range of sports and physical activities to motivate them to engage in these outside of school.</p>	<p>PE lead to track pupils with the least participation at school and select these to attend a sports festival promoting new or different sports.</p>	<p>£350</p>	<p>20 children from year 6 attended and tried a number sports/games including squash, badminton, cup stacking, cricket, netball, hockey and boccia.</p>	
	<p>Transport for attendance at an engagement event at the Doug Ellis Centre for the least active.</p>	<p>£195</p>	<p>Pupil voice was positive with all pupils naming a new sport or physical activity they would like to try.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
To improve the number of children who engage in inter-schools competition. To engage in competitive sports within school.	Attendance to level 2 games. PE leader to track children's participation. Intra-house games. Sports day stickers and wristbands to celebrate competitive achievements.	£0 £0 £120	Competitions through the School Games have again resumed after COVID. Netball Year 6 – 24 children (6 Sports Crew) GOLD AWARD Tri-Golf Year 4 – 30 children GOLD AWARD Tri-Golf Year 6 – 30 children Intra-house games have resumed where children can compete across their houses. These games help to direct Rewards for competitive play.	PE lead to track the amount of children who compete in competitive sport outside of the school environment. Further analysis of sport representation to ensure parity between PP and non PP children.

Signed off by	
Head Teacher:	Alison Taylor
Date:	21/7/22

Subject Leader:	Leanne Foster Clee
Date:	21/7/22
Governor:	Pending
Date:	Pending