

# 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](#).



Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19000

## 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 2020.</p> <p>Please see note above</p>	60%
<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>	60%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	81.67%
<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>	Yes/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:		
<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>				Percentage of total allocation:	
				%	
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>New equipment to be purchased to support break time and lunchtime activities in Key Stage 1 &amp; 2, engaging children in physical activity</p> <p>Training of Young PE leaders – to help run and organise lunch time activities and assist during any themed days or whole school house competitions.</p> <p>Children to be more active in a range of lessons – CPD for staff members throughout the year which will provide children with a high quality lessons in a range of activities.</p>	<p>Provide equipment/resources to introduce new sports into the KS1/KS2 playground, to improve delivery of existing ones and to support wide range of lunchtime and leisure sports activities.</p> <p>Training of 5 Play and Sport Leaders through Premier Education. Purchase badges, Equipment and Awards for children.</p> <p>CPD for staff – bring in trained coaches (RB Gym).</p>	<p>£500</p> <p>£800</p>	<ul style="list-style-type: none"> <li>– Positive attitudes to health, well-being and mental health.</li> <li>– Improved pupil self-esteem.</li> <li>– Promoted sports play leaders to help run lunch time clubs for other pupils.</li> <li>– Play leaders acted as role models for younger children to learn from.</li> <li>– Pupil activity at lunch times and during wrap around improved.</li> <li>– Pupils behaviour at lunch times improved.</li> <li>– Sports leaders included girls to set an example and increase the number of girls who were physically active during lunch times.</li> <li>– Children more active.</li> </ul>	<ul style="list-style-type: none"> <li>– More equipment will be ordered specifically for lunch times which the play leaders will help to monitor.</li> <li>– Sign up for ‘Active Sports’ so that all children’s physical development/fitness can be more accurately monitored and accessed throughout each year and through the school.</li> <li>– Buy additional storage for lunchtime equipment.</li> </ul>	

Themed Days – e.g. Commonwealth games themed days, inviting the commonwealth games mascot. Invite Alice Dearing (ex St. Hubert’s pupil) and other professional athletes into school to host inspirational talks.	Book themed days for children to explore new activities – bring in trained coaches and professional athletes – CPD for staff. Play leaders to help organise days.	£0	– Higher attendance during sports afterschool clubs.  Evidence: – PE Policy – Registers of participation.	
Children understand why walking/cycling is a healthy option Children understand how to stay safe on bikes and when walking.	Year 5 & 6 - bike ability. Year R – Balance ability.	£3,000		

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	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:
Promote school’s sporting achievements to a wide audience – Seesaw and PE newsletters for parents.	Sports board to show whole school competition results. Parents to be informed of activities and achievements in newsletter.	£0	– Behaviour and achievement, behaviour and attendance. – PE and physical activity have a high profile throughout the school.	– Review whole school PE policy. – Use PE conference to review, evaluate and plan for upcoming academic year.
PE subject leader will regularly update the PE curriculum to bring it in line with the whole school focus, creating objectives for teachers to use in their planning. Long term curriculum plan to be made in line with hall timetable (PE hub).	Strategic analysis of planning – against schools learning ladders. Analysis of assessment systems linked to date on DC Pro.	£0	– Continued progression of all pupils during the curriculum PE lessons. – Pupil voice shows that PE is a highly enjoyed and valued lesson for all pupils (including pupil premium, SEND and EAL pupils).	– Continue to monitor staff who have received CPD (Are they more confident and better equipped to lead plan and lead PE lessons?). – Monitor the use of The PE Hub. Are we still getting the

<p>Take part in Sandwell Primary School Competitions and use this as an indicator for improvement and achievement.</p>	<p>Sign up to Sandwell Primary School Competitions.</p>	<p>£40</p>	<p>Interhouse competition have occurred one every term and been well received by the children who have enjoyed a healthy level of competition.</p>	<p>coverage we want and need?</p>
<p>Role models -local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.</p>	<p>Invite a range of local/UK personalities into school to host inspirational talks/activities.</p>	<p>£0</p>	<p>Sports/play leaders set a positive example for other pupils (especially with the girl play leaders).</p> <p>Successful Sports Days held – all pupils able to attend and participate with many bring their parents.</p> <p>Nearly all Year groups have been to at least one Sandwell Games competition competing in a range of physical activity.</p> <p>Through the use of the 6C's the children are provided with opportunities to learn important skills such as respect, team work and self-discipline.</p> <p>World Athletics Day and GB athlete in school for whole school assembly provided children with additional opportunities and inspired children.</p>	<p>Introduce new Year 5 PE/play leaders (must include a mix of genders).</p> <p>Identify the impact that PE and PE competitions can have on academic achievement.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Sports coach employed 2 days a week and after school to engage different sections of pupils in physical activity.	Schedule in place to ensure ultimate efficiency of time – CPD for staff.	£7000	<ul style="list-style-type: none"> <li>– Improved staff confidence and knowledge to plan and teach PE lessons.</li> <li>– More confident and competent staff evidenced through lesson observation and staff voice survey.</li> <li>– Increased pupil participation in competitive activities and festivals.</li> <li>– A more inclusive PE curriculum.</li> <li>– Staff have improved understanding of how to differentiate for the needs of their class for a range of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Continue to review and monitor PE lessons for effective and high-quality teaching.</li> <li>– Allocate staff for CPD based on their responses to the staff survey.</li> <li>– Monitor teaching of SEND pupils.</li> </ul>
Staff CPD (using RB Gym) to improve the teaching and understanding of staff on the progressions and differentiation of a range of sports, thus leading to improved progress and achievement of all pupils. Work with Lunchtime staff on importance of being active at lunchtimes	Staff to be coached alongside sport coaches from RB Gym at how to progress children in their class. CPD to be offered for sports/activities which staff are least confident teaching. Coaches to ensure that teachers are provided with ideas and progressions for individual children within classes (support and challenge).	£0		
Dance Desk (holistic PE approach) subscription and curriculum support	Provide subscription to Coordinator network including CPD. National & professional support memberships. Improve teaching and provide new ideas for the curriculum. Improve confidence of teachers to deliver high quality PE with up-to date pedagogy.	£900		

<p>Scheme of work for Pre School – follow up – subject leader to analysis the new scheme ordered for Pre-School and ensured that it has been embedded successfully.</p> <p>Subscription to PE hub</p>	<p>Ensure that scheme is suitable for the Pre-School staff and their needs to ensure that children are receiving high quality education.</p> <p>Staff to be able to use same planning for the whole year and start to understand their units, following long term plan. Teachers to use OLSH Medium term plans to write up PE hub planning in line with other school planning documents.</p>	<p>£0</p> <p>£600</p>		
---	--	-----------------------	--	--

**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><b>Commonwealth Games Workshop</b></p> <p>To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water. All remaining non swimmers achieve 25 meters thus meeting the statutory requirements of the national curriculum for PE. All pupils can perform safe self-rescue over a varied distance so they are confident and safe in water.</p>	<p>Children to be</p> <p>Additional pool hire and swimming teachers are purchased for the whole year to ensure children reach their maximum potential in swimming. To utilise the coach based at the swimming pool to work alongside teachers.</p>	<p>£0</p> <p>School budget?</p>	<ul style="list-style-type: none"> <li>- Increased pupil participation.</li> <li>- Improved quality and effectiveness of teaching.</li> <li>- Enhanced extra-curricular activities.</li> <li>- Improved behaviour.</li> <li>- Increased opportunities and awareness of pupil/parent/carers within the local community.</li> <li>- Improved physical and mental health.</li> <li>- Improved mental understanding of a range of physical activities.</li> <li>- Improved transferable life skills (6C's) including (character, collaboration and communication).</li> </ul>	<p>Worked closely with our chosen CPD and afterschool club providers to ensure they understand our vision for PE and ensure they are meeting our expectations.</p> <p>Further increase the number of wider opportunities which have been made available for all Year groups.</p> <p>Increase the number of SEND competitions/festivals attended.</p> <p>Increase girls only participation to competitions and festivals.</p>
<p>Additional achievements:</p>		<p>£</p>		

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:
<b>Inter class house competitions</b>	PE lead to organise and launch house competitions to be completed in PE lessons and results recorded and shared through parent newsletters, whole school assemblies and on the PE display board.	£0	<ul style="list-style-type: none"> <li>– Every class participated in interschool competitions.</li> <li>– Sports Day set up, participated in and enjoyed by all pupils.</li> <li>– Results of competitions have been shared in school newsletters.</li> <li>– Afterschool club registers.</li> </ul>	<ul style="list-style-type: none"> <li>– Review afterschool club and school competition data to identify children for further opportunities.</li> <li>– Continue to attend AFPE meetings to ensure our PE provision is in line with national standards.</li> <li>– Further widen opportunities to participate in competitive physical activities.</li> <li>– Increase number of interhouse competitions.</li> <li>– Create an aware to be shared during merit assemblies (Sports star of the week).</li> </ul>
<b>Sandwell Primary School Competition</b>	Classes have been signed up to a number of the Sandwell Primary School Competitions to provide opportunities to compete against other schools.	£0		

Signed off by	
Principal:	Ms. O'Beirne
Date:	30.06.22
Subject Leader:	Mr. Jay

Date:	30.06.22
Governor:	Mr Doblado Pavon
Date:	06.06.2022