

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	£ 4,456
Total amount allocated for 2020/21	£ 17,710
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ None
Total amount allocated for 2021/22	£ 22,116
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 24,035

Swimming Data

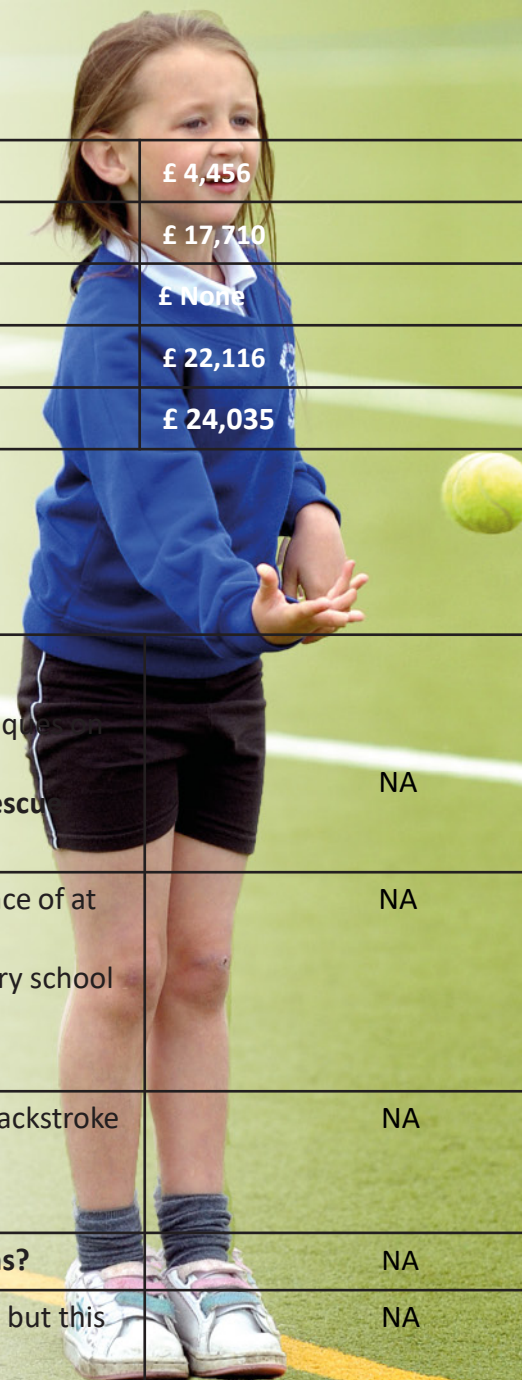
Please report on your Swimming Data below.

<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>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>	NA
<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>	NA
<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>	NA
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	NA
<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>	NA

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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: 15/7/2022	
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:
					57 %
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>Deliver enhanced PE provision for Reception, Year1 and Year2</p> <p>Development of lunchtime activities for pupils across school</p> <p>Curriculum time for activities such as wake and shake to be utilized</p> <p>Play pod and playtimes are highly physical and the use of outdoor equipment is fully utilised</p>	<p>SH Active sports work with school to develop high quality PE lessons for all Reception and KS1 pupils.</p> <p>Ensure that all pupils are aware of the need for healthy lifestyles during the school day</p> <p>SH Active used to support lunch time activities for pupils. Introducing pupils to new activities</p> <p>Playground leaders and lunchtime staff to encourage the use of equipment and playground games</p> <p>All pupils use part of their morning registration routines to do wake and shake.</p>	<p>£12,460</p>	<p>The pupils have very much benefited from the high quality PE sessions that are well planned and use good assessment to move the lesson on.</p> <p>As and when PE funding disappears teachers will be able to carry on and deliver the same high quality lessons to all pupils</p> <p>There has been an increase in the use of the play pod equipment with pupils</p> <p>All pupils have access to high quality trim trail and outdoor equipment and are able to use it at all break times</p>	<p>Start to future proof as a school if sports premium goes how might we be able to afford coaches in the future</p> <p>Continue training we have had for lunchtime supervisors to further engage with pupil</p> <p>Get coaches or Streetly academy to do some work with parents and carers about health lifestyles, lunches and general health</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>56%</p>
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Intent	Implementation		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>	<p>Sustainability and suggested next steps:</p>

<p>Use SH active PE provider to deliver enhanced PE provision for this academic year.</p> <p>Introduce a range of afterschool and lunchtime clubs</p> <p>Participate in Small school sports competitions</p> <p>Ensure that all pupils have access to a range of sports and exercise.</p>	<p>To develop high quality PE lessons so that pupils receive a good physical education</p>	<p>£12,460</p>	<p>All year groups took part in sports day events using a range of PE skills</p> <p>PE lessons and a range of physical activity sessions took place during Covid19 Lockdown with Bubbles</p> <p>Friday sports club has enabled children to access a range of sports that are unique and unusual</p> <p>A greater uptake and participation of pupils getting involved in lunchtime activities</p> <p>A number of pupils involved in sport outside of school such as football clubs, tennis and swimming</p>	<p>Ensure a range of resources are ordered for the academic year 2021/22</p> <p>Look to build a bike/scooter shed to enable more pupils to bike to school.</p> <p>Develop a KS1 football team, dodge ball team and multi sports team to increase competitive sport.</p> <p>Look for activities that promote mindfulness and mental well being</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>65%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?	
For all teachers to improve their own CPD by working alongside sports coaches PE coordinator to use courses to develop their CPD and in turn develop staff knowledge further	Staff to work alongside the SH active team to develop their own skills and awareness of good PE lessons Ensure that new planning and assessment criteria are being used and developed over time.	£11,960	When teachers are delivering their own PE sessions they are much more confident in a range of different PE areas that need teaching. Teachers are much more confident at assessing what skills pupils have met in PE and then plan accordingly Due to working alongside coach, teachers are now much more confident when delivering high quality PE lessons in his absence. Pupils enjoy the range of different activities that are on offer to them now as well as being challenged by the high order skills they are expected to perform	To continue to work alongside sport coach whilst funding is available to enhance staff skills Begin to future proof ways of keeping hold of coaches if sports premium goes Unfortunately due to a long term medical absence we haven't had a substantive PE lead for most of the year and this has probably had an impact on delivery A new lead is taking up post in September and will need support in developing their role.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				81%
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:
That pupils in school are introduced to a range of sports and exercise throughout the year.	Through the planned curriculum and through clubs pupils at school will be introduced to a range of activities they would probably not have opportunity participate in	£17,710	<p>The pupils over the year through our sports coach have been introduced to a range of sports that are new to them including fencing archery Nerf tag javelin shot put</p> <p>Through Artis and Commonwealth dance workshops pupils have developed their performance and dance skills. Pupils have all joined in and enjoyed the dances and skills they have been taught, many of these were on show for the end of year production in year 2</p>	<p>Artis is something that we have been involved in as a school for many years as it has a positive benefit not just or physical movement and dance, but also on language acquisition and we aim to continue this</p> <p>Our sports provider is going to develop more activities with the pupils based around mindfulness such as class yoga and meditation</p> <p>Use the links of our coaches and Artis to sign post pupils with talent to clubs or dance schools locally</p>

Key indicator 5: Increased participation in competitive 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 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>Using our partnership with Streetly academy and as a part of our wider Broadway family cluster we will look for opportunities to develop competitive sport with the children.</p> <p>All pupils from Nursery through to Year 2 to be involved in sports day developed by coach from SH active our sports provider.</p>	<p>A group on mixed Year 1 and Year 2 boys and girls will attended a skills and competitive match day at Streetly Academy 24/11/2021</p> <p>Sports days to run through late June and early July both in school fore Nursery and at Palfrey park for the Reception and KS1 pupils.</p>	<p>£12,460</p>	<p>All the pupils that took part benefited from skills sessions on the day led by PE leaders</p> <p>The pupils took part in several matches and learned the importance of team work collaboration and communication</p> <p>One of the pupils playing was identified to work with a local football academy as a result of the day</p> <p>All the children thoroughly enjoyed the skills sessions and competitive matches</p> <p>The sports days were very well organised with a range of events</p> <p>Pupils enjoyed the competitive nature, as did our parents and carers who got involved in a mum's and dad's race at the end of sports.</p>	<p>We have already sorted out a Broadway cluster sports day event for the Autumn term to be held at a school locally</p> <p>A number of pupils who were involved in the skills day immediately went to find local clubs to train and play</p> <p>Get involved where ever possible with more competitive events via our cluster schools and Streetly.</p> <p>See how we could use Streetly for example to sign post good athletes to clubs</p>
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Signed off by	
Head Teacher:	Lee Kilkenny
Date:	
Subject Leader:	Jess Middleton (interim lead)
Date:	
Governor:	Wendy Middleton

Date:	
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Signed copy held in School.