

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 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	£19,524
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,524
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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>	
<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 2020.</p> <p>Please see note above</p>	25%
<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>	20%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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

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:	
			%	
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 offer a wider range of daily informal sports activities to all pupils at lunchtime through Sports/play leader provision.	Sports/play leader employed each lunchtime where all children are encouraged to participate. Sports vary each half-term to offer popular sports suggested from school council.	£13,187	Pupils are engaged in physical activities during lunchtimes All pupils participate in 30 minutes of physical activity during the school day. Pupils experience a wide range of activities	Structure and promote lunchtime clubs. Deliver further training to lunchtime supervisors to lead and develop games and sports activities.
Specialist coaching provided to develop competitive spirit in the least active children	Specialist coach carried out sessions with yr5/6 on a weekly basis.	£4150		
To ensure we improve and raise the profile of lunchtime provision to increase the level of physical activity and prepare pupils for lessons in the afternoon.	Audit current equipment and purchase playground equipment	£603	Most children to be participate in dance and exercise routine during play and lunch time.	Continue to survey School Council to review pupil needs, likes and dislikes. Monitor attendance of clubs to ensure participation is not waning. Rotate clubs according to seasons and bring in fresh sporting ideas.

Use the numerous dance routines/exercise & game challenges produced by Anomaly, which the children can easily follow – the content can be displayed at break and lunch times on the external boards or in the dining/assembly Hall during wet breaks, or incorporated into after school activities. Also use the interactive lessons so teachers can encourage the children to be active across core subjects and not just in PE	play leader to help children use the anomaly system during interactive play and lunchtime sessions.	£1500		Next steps: Review impact of the anomaly through pupil voice, children attend school council meetings.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To continue to promote celebration assemblies to highlight sporting achievement.	Pictures on display in lessons and assemblies. Certificates, wrist band, cups and stickers awarded for PE and Sporting achievements.	free	Assemblies and notice boards to promote Children’s achievement across the school.	

<p>A variety of skill challenges/games and healthy competitive sports on offer to ALL children during playtimes. Children will learn how it feels to be out of breath.</p> <p>Children will learn about leadership</p>	<p>Create an active playground timetable.</p> <p>Zone the playground in to activity areas.</p> <p>Design and give children play leader application forms/ book training / play leader assembly/ design a rota for play times/lunch/award certificates</p>	<p>Free</p> <p>Free</p>	<p>Most children know how to play with a variety of equipment outside and understand the rules of some invasion games</p> <p>20 children carried out leadership roles during play/lunch times</p>	
<p>Promote Walking to School living street Programme .Children to use ICT independently from EYFS to year 6 to explain how they came to school</p>	<p>Children encouraged to travel to school in active way. Bikeability from the previous year encouraged children to come in a variety of ways.</p>	<p>Free</p>	<p>Attendance assembly celebrated children who attained 100%.</p>	

<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>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>To continue to raise the profile of P.E for teachers throughout the whole school</p> <p>To develop a broad and balanced P.E curriculum that engages all pupils in a challenging and positive learning environment</p>	<p>Long term PE planning – children to be taught a breadth of sport including team games and individual activities.</p> <p>Develop pupil skills, techniques, health and physical literacy in a broad range of activities</p>	<p>Free</p> <p>Free</p>	<p>P.E curriculum that teachers can use and impacts across the whole school.</p>	<p>The use aims and mission statement, long term plans and extra curriculum provision, teaching and learning package to raise the profile of PE.</p> <p>Team teach and monitor lessons termly.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Bikeability course for year 5 & 6.</p> <p>Balanceability lessons on offer for EYFS.</p>	<p>Book year 5&6 – bikeability course</p> <p>Sport Birmingham Book PE lead to deliver balance ability sessions to EYFS children</p>	<p>Free</p>	<p>60 children in Reception continue to learn how to hold a balanceability bike between their legs and to push and glide whilst on the bike</p> <p>More children participate in Sporting after school clubs (85% of children to attend a club at some point in the year)</p>	<p>Re-book for the next academic year with Sport Birmingham</p> <p>Continue to give children access to the balanceability bikes</p>
<p>Children will learn the importance of road safety in the community and when cycling to/from school.</p>				<p>Complete an audit to ensure those children targeted are impacted upon with positive outcomes.</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:
Extrinsic Rewards given for participation.	Printing of certificates/swimming/sports day	£50	Certificate have motivated children to achieve rewards thus has developed their self-confidence. certificates in class/assembly. Teachers have noted that their self-confidence has improved because they have received certificates.	Next Step: Present certificates/rewards in assemblies.
School football team created to develop and promote inter-school competitions.	Children from year 5-6 participated in inter school competitions.	Free	Children understood the fundamental Rules of completion and the promotion of self confidence and team spirit.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Sobia Akhtar
Date:	8.11.22
Governor:	
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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