



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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ NIL
Total amount allocated for 2020/21	£ 17,830
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ NIL
Total amount allocated for 2021/22	£ 17760
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17760

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>	
<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>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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?	Yes/No
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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:		
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:	
			32 % (£5760)	
Intent	Implementation	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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> ● Increase the number of children attending extracurricular clubs by extending the variety of the offer. ● Specifically target PP and SEND children. 	Acting on the feedback from parents around what clubs they would like to see, a range of clubs have been on offer across the academic year: <ul style="list-style-type: none"> ● Dodgeball ● FUNdamentals ● Multisports ● Football (KS1 and KS2) ● Golf ● Netball ● Tennis ● Tag Rugby ● Badminton ● Musical Theatre ● Gymnastics 	£3760	<ul style="list-style-type: none"> ● The number of children in clubs has increased. ● Children have increased the time they are physically active and engage in different and varied opportunities. ● % of PP children attending clubs is: 70% ● 69% of SEND children attending clubs is: 69% 	<ul style="list-style-type: none"> ● Continue student voice to deliver clubs of interest. ● Continue to ask for pupil voice on the club offer. ● Specifically target children (in the summer term) who have not yet attended a club. ● QA the external offer to ensure that the children are 'always active'. ● Add yoga to the offer for children who would like to be active but are not those who tend to enjoy the more strenuous activities.

<p>Utilise lunch and break times to increase the activity levels of pupils through sports, hobbies and activities.</p>	<ul style="list-style-type: none"> ● Providing equipment for children. ● Training for lunchtime staff. ● Feedback from lunchtime staff. ● PE Specialist to promote active lunchtimes during lunchtime. ● Create a plan with lunchtime staff that they are confident in sustaining. ● Upskill sports leaders to support with the delivery – provide identification so that the children know who to go to. 	<p>£1500</p>	<p>Children are more active during lunchtimes increasing the time they are physically active in a day.</p>	<ul style="list-style-type: none"> ● Engage sports leaders with a recognised training programme such as 'FA playmaker' ● Seek out additional courses that the can complete
<p>'Get Moving' club to target those less active</p>	<ul style="list-style-type: none"> ● Identify children who would benefit from attending a light activity session in the morning before school. ● Train 2x members of staff to deliver the club. 	<p>£500</p>	<ul style="list-style-type: none"> ● Identified the children and invited them to the session. ● Trained 2x members of staff who now deliver the club on a weekly basis. 	<ul style="list-style-type: none"> ● Identify new children ● Add an additional session on a different morning

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:	
				11%	(£1900)
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:	
Create school/club links to signpost children to opportunities in their local communities, outside of school.	<ul style="list-style-type: none"> • Invite coaches from local clubs to deliver sessions at school to develop interest. • Signpost children to their local clubs. • Communicate with parents when a child shows 'talent' in a specific sport. • Share sporting achievements in praise assembly to encourage others to engage in local sport and activity clubs. • Deliver PE lessons that have local clubs in the area 	£1200	Coaches have come into to school to offer taster events or a prolonged after school club. The following organisations have been involved: <ul style="list-style-type: none"> • Hagley Golf Club • Chance to Shine Cricket • Epic Dance Academy • Martial Arts 	Look to create links with the following local clubs:	<ul style="list-style-type: none"> • Halesowen athletics and cycling club • Halesowen Tennis Club • Aston Villa FC • Halesowen Rugby Club
Create a sports day that all children engage with and enjoy as a celebration of their sporting achievements.	<ul style="list-style-type: none"> • Use multi skills activities on a carousel basis. • Choose activities that are KS1 and KS2 friendly. • Make sure that the activities link with curriculum teaching from the academic year. • Provide a programme of flat races that engage all children. 	£600	<ul style="list-style-type: none"> • The children have all been provided the opportunity to experience a multi-sport event, representing a team of their peers. • 1st, 2nd and 3rd medal stickers awarded to reward the winners. • Awards for those that took part also. 	<ul style="list-style-type: none"> • Introduce a winter sports competition that allows for more sports to be celebrated – with a focus on team sports. • This could be delivered in a 'series' style over the course of a couple of weeks, during lunch times. 	

<p>Provide children with inspirational opportunities to develop a lasting love of sport and physical activity and a legacy of sport and physical activity involvement.</p>	<ul style="list-style-type: none"> ● Look to invite current athletes to tell their story. ● Enter initiatives to engage in sporting events on a national scale. 	<p>£100</p>	<ul style="list-style-type: none"> ● PE lead shared own journey from aspiring athlete, to international competitor in 2 sports to coach at the elite level. ● Sports Direct Monster kickabout entered. 	<ul style="list-style-type: none"> ● Engage further with the National School Sports Week. ● Seek out additional NGB initiatives to celebrate and engage in.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				20%	(£3550)
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:	
National CPL opportunities embraced to engage in current learning, research and networking opportunities.	<ul style="list-style-type: none"> Attend national YST conference Engage in local PE meetings Attend training from NGB's where available. 	£1000	<ul style="list-style-type: none"> PE Teacher attended national YST conference and engaged in Primary PE workshops. Local PE meetings either attended live or caught up on, enabling the PE Teacher to stay up to date with the current PE landscape. Coach developer training attended by PE Teacher to develop the mentoring skills, to support non-specialist teachers. 	<ul style="list-style-type: none"> Continue to access the CPL opportunities available. Potentially put new member of staff on the Level 6 Award in Primary School Physical Education Subject Leadership 	
Provide 1-1 mentoring to EYFS staff to increase the amount and the quality of PE and physical activity delivered to early years children.	<ul style="list-style-type: none"> Specialist PE teacher or Coach to be afforded time in the whole school diary to support the delivery of EYFS PE lessons. Work with EYFS Staff to identify where active learning opportunities can be found in the day-to-day delivery. 	£1000	<ul style="list-style-type: none"> Time provided in the diary for 3x EYFS lessons per week delivered by specialist PE teacher. Support offered for the whole academic term EYFS GetSet4PE offer being accessed by non-specialist practitioners to provide clear learning journey and age-appropriate activities. 	<ul style="list-style-type: none"> Continue to ensure the time is given to EYFS specialist teaching. Send EYFS teachers on NGB training courses or courses provided by school games to up-skill in sport and PE delivery. 	

<p>Provide easy to understand and easy to deliver PE planning for non-specialist teachers.</p>	<ul style="list-style-type: none"> ● Subscribe to GetSet4PE.com ● Ensure all members of staff have access and that they know how to use the resource. 	<p>£550</p>	<p>Subscription purchased and has been used to:</p> <ul style="list-style-type: none"> ● Access medium term planning ● Access short term planning ● Monitor and track progress ● Used for assessment ● Providing a broad and balanced offer. 	<ul style="list-style-type: none"> ● Continue to review the offer and ensure that it aligns with the WAT PE vision. ● Use other resources available from NGB's, such as: Chance to shine cricket Kids First Tag Rugby Shooting Stars football
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 33 % (£5930)
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:
Varied lunchtime and break time participation offer.	<ul style="list-style-type: none"> Plan for physical activity and sports to be available on all play spaces Work with supervisors to ensure confidence in using the equipment. Create kit boxes to be used by children on a rotational basis. Sports leaders to support the offer and encourage other children to engage with the offer. 	£1000	<ul style="list-style-type: none"> New and recycled equipment collated. This includes: <ul style="list-style-type: none"> Football Netball Target games Skipping ropes Various balls 	<ul style="list-style-type: none"> QA the offer and ensure that the equipment is being engaged in frequently and correctly. Encourage the sports squad to fundraise for more/new equipment.
Specific Sports Leaders to support the physical activity taking place in break times.	<ul style="list-style-type: none"> Offer the leadership positions out for the year 6 children to apply for. Appoint the children to the leadership positions. Train the sports leaders to support the lunch time supervisors to offer more sport and physical activities at break and lunch times. 	£100	<ul style="list-style-type: none"> Young leaders recruited and trained and are now supporting predominately lunch times. They are easily identifiable with the use of a blue high vis jacket. 	<ul style="list-style-type: none"> Take more time to QA the support offered to the young leaders. Provide a bank of ideas and sessions to the leaders that they can refer to when inspiration is needed – printed and laminated so that it is accessible in all weathers.

Forest school opportunities developed.	<ul style="list-style-type: none"> ● A member of staff to be identified to lead on forest schools. ● Member of staff to be sent on forest school leader training. ● Forest school area to be tidied and developed as required. ● Forest school resources to be purchased as required. 	£2750	<ul style="list-style-type: none"> ● Member of staff has been identified and has attended forest school training. 	<ul style="list-style-type: none"> ● Planning for forest school to be shared with new lead practitioner. ● Forest school slots to be afforded time in the diary to allow for regular sessions in series.
Outdoor activity centre visit for Y6 pupils.	<ul style="list-style-type: none"> ● Plan and arrange an outdoor activities / adventure visit ● Recruit as many year 6 children as possible to attend the trip. 	£2080	<ul style="list-style-type: none"> ● 28 of 30 children attended the trip ● Activities including climbing, Jacob ladder and orienteering were taken part in. 	<ul style="list-style-type: none"> ● Seek out a centre that offers even more of the adrenaline activities to book for next year's year 6 children ● Plan an additional residential visit for year 4 children also.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4% (£620)
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:
Increase opportunities for competition in PE	<ul style="list-style-type: none"> • Intra-school and Inter-school competitions planned and signed up for. • Lessons to involve a competitive element to them throughout the school. • transport costs to venue to increase access 	£620	<ul style="list-style-type: none"> • Children develop teamwork skills and their ability to perform skills under pressure improves. • Children get to represent their school, class and teams. 	<ul style="list-style-type: none"> • Implement competitive games into the end of units in KS2. • Look to introduce a winter sport series in the autumn term.

Signed off by	
Head Teacher:	Lisa Buffery
Date:	31.7.22
Subject Leader:	Darel Tidman Poole
Date:	31.7.22
Governor:	John Dovey
Date:	10.11.22