

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£1,383.00
Total amount allocated for 2020/21	£19,537.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,237.00
Total amount allocated for 2021/22	£19,600.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,837.00

## 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 2021.</p> <p>Please see note above</p>	94%
<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>	94%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	84%
<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>	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: £25837.00		Date Updated: 31 <sup>st</sup> July 2022	
<p><b>Key indicator 1:</b> 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: £1175 4%
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:
Albion Ambassadors	Year 6 children were selected to complete the Albion Ambassador Programme to help support active levels at lunchtimes.		£600	Pupil voice, children were able to support the vision of PE and lead activities to increase active levels at lunchtimes.	Subject Ambassador roles will start 22/23 and support leading the subject. A review about which leadership roles we want to have in place to support PE and sport moving the subject forward in school.
Teach Active: An online subscription of activities and resources to support planning for staff in Numeracy. This tool is used to ensure maths lessons are active where possible, linked to the curriculum and trying to support the ethos of active 30 minutes.	Staff are encouraged to plan an active maths session each week. The class then record their photo page describing the activity and photos of the children being active.		£575	Active Maths has contributed to ensure all children in school are receiving 30 active minutes each day. Attitudes towards physical activity have improved throughout the school, children who were struggling to stay motivated in Maths have had a particular increased interest in the subject, encouraging problem solving and communication skills between pupils. This approach is used across the day throughout a range of lessons utilising some of the free	Impact of interventions: Support staff providing intervention for specifically identified groups to see if it makes an increased impact. E.g. Lower ability mathematicians, boys, girls, low confidence and engagement in maths

			resources like Super Movers, Youtube and Just dance.	
--	--	--	------------------------------------------------------	--

<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:
				£3183 8%

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:
TLR for subject lead	By having the member of staff who is school sports coordinator on the middle leadership team it enables them to bring items to SLT meetings and raise the profile of Physical education whole school.	£2833	Profile of PE has been raised through out school. CPD is planned and staff are trained well. Children have a variety of clubs and get to experience alternative sports. Subject lead is passionate about the subject and is enthusiastic about the provision for all children in school. This year we achieved Gold Healthy School Mark and Platinum School Games Award.	Continue to drive PE and Sport whole school. Swimming is a focus for next year and opportunities for all.
SISS Safeguarding in School Sport	Safeguarding is paramount and this online tool supports our safeguarding policy and ensures any coach coming into school have all appropriate levels of training, insurance, first aid and their qualifications are all up to date alongside their DBS. We feel this is an additional check to support our safeguarding of all children.	£350	SHARP principles CPD and Swimming CPD for subject lead to improve their own teaching.	Continue to maintain this system to support the safeguarding policy at this high level.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				£19193 74 %

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:
CPD for staff. <ol style="list-style-type: none"> <li>1. Balance ability Training for EYFS</li> <li>2. Rugby Tots CPD for EYFS and KS1 staff</li> <li>3. Games CPD focus for staff Years 1-6 through WBA. Stourbridge Rugby Club Elite Cricket Reception-Years 2.</li> </ol>	All teaching staff have received this CPD to ensure the quality of teaching in games is good/ outstanding. 1. CPD Training: Focus games 2. Using qualified and specialist coaches to improve quality of delivery for children. 3. Using known local sports clubs to provide links for out of school sport.	Balance ability Training and resources £3287.00 Rugby Tots £5400 WBA £6166 Stourbridge £2990 Elite Cricket £1350	Balance ability is now a part of our EYFS provision as we value the impact of balance ability. Staff are all trained and been able to deliver in house so we no longer need to fund this after this academic year ensuring sustainability. Children being able to ride a bike from a young age will support the active levels as children are more likely to be active for longer. We have had a real focus on supporting children to ride a bike whole school using support from Open Trail and Dudley Council Bikeability programme. We focused on KS2 and ensuring all children can ride a bike, supporting families who needed extra support.	Balance ability is now sustainable in school, resources are purchased and training has been completed, review the impact percentages and track each cohort as they move through school. CPD staff support focus for 22/23. Dance and Orienteering
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: £3333 14%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:



what they need to learn and to consolidate through practice:			changed?	
DRUMBA experience days	We wanted children to have an experience of an activity that isn't offered on the curriculum to engage children in a fun and active activity to promote the importance of being healthy and what being active can do for us.	£1398	Pupil and staff voice. Children and staff thoroughly enjoyed this activity and offered alternative activities with a similar concept in their active breaks throughout the day which was shared as part of a staff meeting.	Keep a bank of activities to support staff to deliver fun, active breaks throughout the school day.
Take a Leaf Forest School: Mental Health and Wellbeing: By providing a trained teacher to run our forest school sessions we wanted the children to be able to build upon the skills and techniques that they had learnt in our Early Years forest school provision. We wanted the children to be able to use a variety of tools and techniques appropriately and carefully. To be able to play team games within the forest school setting and to gain a great love and enjoyment for outdoor play.	All children across school received sessions delivered by a trained forest school provider. They will progressively build up their skills and techniques and be given the opportunity to learn and be active in numerous environments with our forest school. Also a range of activities to support the children's wellbeing.	£1935.44	Feedback from the sessions was very positive. All children participated and enjoyed their sessions. Skills were tracked week on week so all children made progress from their starting point. Team work has improved and children play together well.	Staff trained - a Level 3 member of staff is trained as a forest school leader so that we are able to provide sessions for EYFS. Impact of interventions using trained member of staff to support interventions for children's mental health and wellbeing throughout school who need it.

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:
Attend inter-competitions provided through SGO School Games linked and Active Black Country.	Subject leader engaged with SGO and Active Black Country to participate in as many competitions as we could to ensure children got to compete and represent school. We sent a range of children to support the inclusive approach of the School Games competition structure.	Transport costs funded by school.	We attended as many competitions as we were able to, autumn term due to COVID restrictions this was limited. We won the Years 3 and 4 Tennis Competition in the Black Country. We won the girls cricket final at Worcestershire County Cricket Club. Girls and boys football competitions We came first in the girls football competition. Netball we came 2 <sup>nd</sup> in the league. We attended many school games events, supporting SEND and less active children this was all supported by Active Black Country and the commonwealth organisers.	After the commonwealth Games, continue the legacy and get a high percentage of children competing regularly. We provide all children with an opportunity to compete half termly as part of our curriculum provision in intra competitions.

Signed off by	
Head Teacher:	T. Powell
Date:	31.7.22



Subject Leader:	H. Gordon
Date:	31.7.22
Governor:	S. Slater
Date:	31.7.22