

# 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 2020/21	£9757.00
Total amount allocated for 2021/22	£27557.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23.	£

## 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 2022.</p> <p>Please see note above</p>	83%
<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>	83%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	83%
<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/ <b>No</b>

## 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: 2021/22		Total fund allocated:		Date Updated:	
<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					Percentage of total allocation: 80%
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?:	
Increased participation in games and sport during lunchtime sessions.	Sports coaches were contracted each day to support play in the KS2 playground leading games with Year 3-6.		£14428.31	<ul style="list-style-type: none"> <li>- More children were engaged in being active and playing games at lunchtime.</li> <li>- It provided further support to those children with SEN to allow them to participate in games and enjoy being active.</li> <li>- Provided coaching and sportsmanship lessons to the children to learn about competition, following each sport's rules, but more importantly it developed lessons where the children were taught how to win and lose. This has been highly effective in</li> </ul>	
				<ul style="list-style-type: none"> <li>- Continue to embed the lessons taught by the coaches and develop the abilities of the current lunchtime play supervisors.</li> <li>- They will be able to continue to watch and learn from the coaches to see examples of how to interact with the children and set up games.</li> </ul>	

			specific classes that struggled with this concept and has allowed them to reflect on their attitudes towards the other team and how the games are being played.	
- Purchasing new equipment to support gross motor skills in EYFS.	- Equipment has been purchased to allow the development of both gross and fine motor skills in EYFS in line with the new framework. - Further support to build then foundations of good movement in EYFS.	£1145.42	- Equipment is ready for the academic year 2022-2023 to meet the requirements of the EYFS framework and aid the development of fine and gross motor skills.	- Staff will be able to build on the use of this equipment to support the foundations of movement in the Early Years class.
- Purchasing Moki bands to drive the children being active.	- Use of the fitness bands to measure the activity levels of the children and provide competition between classes.	£2400	- Bands are due to arrive in Autumn 2022.	-
- Purchase of games equipment for both the KS1 and KS2 playgrounds.	- Children to be engaged in further physical activity in their playtimes.	£3290	- Games are due to arrive in Autumn 2022.	-
- Purchase of PE equipment to ensure high quality PE lessons where all children have access to the correct resources.	- Equipment was replaced and updated to suit the needs of the children.	£696.27	- PE lead observed high quality PE lessons where all children were engaged in their learning.	-
<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:
				5%

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:
<ul style="list-style-type: none"> <li>- Purchase of a new scheme of learning focusing on developing skills and not sports.</li> </ul>	<ul style="list-style-type: none"> <li>- A 3 year package from Getset4PE was bought to provide engaging PE lessons for children and support for staff.</li> <li>- The PE lead created a balanced PE curriculum with skill development at its core, focusing on revisiting different skills across different year groups.</li> </ul>	£1375	<ul style="list-style-type: none"> <li>- Pupil and staff conferencing has seen higher engagement from children and increased staff confidence</li> <li>- Lesson observations showed an improvement in the quality of PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- PE to continue to observe and drive progress in lessons.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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:
<ul style="list-style-type: none"> <li>- Membership to the Association for Physical Education.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased knowledge and up to date research about PE. The PE leader was able to use this knowledge and access to research to make any necessary changes to our PE curriculum and develop the skills of staff/</li> </ul>	£95	<ul style="list-style-type: none"> <li>- PE lead has been kept abreast of any changes regarding PE</li> </ul>	<ul style="list-style-type: none"> <li>- Continue our membership next year.</li> </ul>

- 6 weeks Gymnastics CPD booked in for January 2023	- Upskilling staff to confidently teach gymnastics but also provide the necessary challenge to pupils.	£1554	- This will be measured in following the CPD in January 2023	- Staff to transfer these skills into other PE lessons.
- West Midlands PE and Sport Conference	- PE lead to attend the conference and report back to staff	£60	- PE lead to continually review and imbed necessary changes to drive PE forward.	-
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 4%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
- Learning how to ride a bike in EYFS.	- All 30 children in EYFS received 4 weeks of balance bike training. 10 places were granted as part of our Wilson Stuart Active Society membership and so we purchased a further 20 spaces.	£560	- All children developed in confidence when riding the bikes and this was seen in their increased participation in using the bikes in the outdoor area.	- This was a positive experience for the children, and this has been booked for 30 spaces for the next EYFS class.

<ul style="list-style-type: none"> <li>- Year 5/6 Mini triathlon</li> </ul>	<ul style="list-style-type: none"> <li>- All children from Years 5 and 6 took part in a mini triathlon hosted by the Brownlee Foundation and Aldi. Coach travel was supported by the Premium funding to allow all 60 children to attend</li> </ul>	<p>£400</p>	<ul style="list-style-type: none"> <li>- All children engaged with the different events.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<ul style="list-style-type: none"> <li>- Storage</li> </ul>	<ul style="list-style-type: none"> <li>- Storage units and boxes to house the new sports equipment.</li> </ul>	<p>£125</p>	<ul style="list-style-type: none"> <li>- Equipment can be safely stored away and made accessible for the new academic year.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
<ul style="list-style-type: none"> <li>- Membership to the Wilson Stuart Active Society.</li> </ul>	<ul style="list-style-type: none"> <li>- To offer the children opportunities to represent the school in competitive sport.</li> </ul>	£788	<ul style="list-style-type: none"> <li>- The children were able to compete in a range of different competitions. These events allowed for the sporting gifted children to attend as well as other competitions aimed at encouraging the least active in sport.</li> <li>- The children had their most successful year coming 1<sup>st</sup> in the Sutton small schools swimming, 1<sup>st</sup> in Year 3/4 multi skills event and 3<sup>rd</sup> in a football cup event and Year 5/6 boys' rounders.</li> </ul>	<ul style="list-style-type: none"> <li>- We will renew our partnership for the next academic year.</li> </ul>
<ul style="list-style-type: none"> <li>- Membership to the Birmingham Catholic Schools Sport Association (BCSSA)</li> </ul>	<ul style="list-style-type: none"> <li>- To offer the children opportunities to represent the school in competitive sport.</li> </ul>	£100	<ul style="list-style-type: none"> <li>- The children competed in several different competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- We will renew our partnership for the next academic year.</li> </ul>

- Coach travel to attend competitions.	- Coach travel provided to ensure that the children had the opportunity to represent the school	£540	- Children were able to attend the competitions.	-
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Signed off by	
Head Teacher:	T. Cotter
Date:	27/07/22
Subject Leader:	A. Hunt
Date:	27/07/22
Governor:	
Date:	