





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Commissioned by the Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework (Ofsted 2019 p64) 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 criteria (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31st July 2021** at the latest.

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.

Created by: association for Physical Education YOUTH SPORT TRUST

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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
• Balanced Curriculum • Progressive curriculum • Extra-curricular opportunities • Networking with other schools within the academy	• Investment in resources for the teaching of P.E. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports • Investment in resources for after school clubs. •Staff training and awareness of high quality P.E teaching • Continued staff training in facilitating active playtimes and purchase of further resources to support this

Did you carry forward an underspend from 2019-20 academic year into the current academic year?
YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£** 13, 138.31
+ Total amount for this academic year 2020/2021 **£**17, 710
= Total to be spent by 31st July 2021 **£**30, 848.31

Meeting national curriculum requirements for swimming and water safety. 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 transfer to the pool when school swimming restarts. **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.**	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? **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. Please see note above.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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

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 all 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: 16%
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:
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all	Purchase of additional PE resources to support PE sessions e.g. Balls/Racquets. All sports and activities taught in PE sessions to be fully resourced All individuals have access to sufficient resources to be able to engage fully in lessons Purchase of equipment and improvements to environment to promote physical activity in the Reception outdoor environment (space hoppers, wooden planks, tree removed to allow better access to trim trail, throwing and catching kit and storage trolley for easy access, new basketball nets). New bikes for weekly bike ability session for all.	£ 2, 579	Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons ¬ Equipment audit by PE coordinator Reception children now all use the outdoor area for at least 60 minutes a day, often more and this time is used for gross motor activities and physical development. Bike ability sessions run weekly for all reception children.	Continued monitoring of PE resources for wear and tear Look into how any funding could be used to resurface Reception outdoor area so that is safe and useable in all weather conditions. Purchase further equipment for use on top field.

Children are active during playtimes and use the outdoors often for other areas of the curriculum. Physical activity and leading a healthy lifestyle is of high priority in all year groups.	Orienteering package bought to support Maths, English and Geography curriculum and promote children being physically active within these areas of learning. Portable PA System for use at playtimes / outdoor discos to encourage physical activity. Fit for kids whole school programme with resources to educate pupils on what	£2, 418	Permanent signage and mapping to be carried out August 2021 , training for staff in September 2021. Music to be played during sports day and as a weekly playtime 'disco'. Pupils are participating in daily workout challenges and are completing a booklet with learning opportunities linked to healthy eating and leading a healthy lifestyle.	Ensure staff are given time and support to access training and utilise this permanent resources effectively. Once bubble mixing is permitted outdoor system to be used for weekly outdoors whole school morning workout. Continue some aspects of 'fit4kids' programme as appropriate, incorporating them into daily classroom life. Send booklets home at the end of term to raise awareness and profilewith parents.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0.2%
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:
Inspiration taken from Japan Olympics for sports day and as a whole school mini topic for a week in Summer term 2021 to engage and excite children to take part in physical activity.	Planning to focus on Olympic values, sports and athletes to inspire children to take up sports. Deliver whole school staff briefing and collective worship for children to talk to them about the Olympics and plans for sports day. Each class to represent a country, wear a coloured t- shirt and make a flag.	£50	Pupils all participated fully in sports day and pupils, staff and parents were enthusiastic and involved in the event in some capacity. Dance club performed during sports day which promoted this	Use a similar sports day format next year but replacing Olympic countries with houses. Incorporate whole school warm up and use of PA system / music. School council to continue to be involved in deciding which events we could

	School council to liaise with classes to suggest events we could do. Picture News day after sports day with theme of 'Alternative games' to further raise the profile of the range of sports and physical activity the children could take part in.		club for other pupils going forward. Picture news day following sports day allowed time to reflect on participating in games and alternative games that can be created / participated in.	do.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 3%
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:
All pupils to be given to opportunity to develop confidence and excel in a broad range of physical activities appropriate to each key stage.	• Staff questionnaire to gauge confidence levels and areas of curriculum that staff may need more guidance to deliver. • Pupil voice to gain awareness of Pupils experiences of PE in school and their attitudes towards it as a subject. • Planning scheme bought in to support staff in delivering the curriculum knowledge necessary to progress in PE. .	£999 – PPP primary PE planning scheme.	Staff more confident to deliver dance, gymnastics, athletics with confidence. Feedback about quality of PE sessions has been very positive. Children acquiring knowledge needed to succeed in these areas of PE.	Lesson observations and pupil conferencing to ensure best outcomes are being achieved as a result of investing in the scheme. Possibly look at tracking and assessment tool if we feel this is needed. Utilise new Rivers PE curriculum planning and use elements of scheme to support this where apprpriate.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils N.B: Sports clubs did not run until the summer term as a result of Covid-19 restrictions.				Percentage of total allocation: 3%
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:
Dance clubs offered to Reception and Year 5. Rounders club offered to Y6 Tennis sessions at local park organised for all Y2 an Y6 pupils. Football club year 1,3 and 6 at lunchtime and year 2 after school. (West Brom Academy)	Clubs meet the interests of children within the school. Additional clubs to be added after pupil conferencing to gauge interests and as restrictions on crossing bubbles eases further.	£880	Attendance and participation at sports clubs will be monitored.	Broaden range of clubs to suit the needs of the school and look for providers who can offer alternative sports and activities.

Key indicator 5: Increased participation in competitive sport N.B: Competitive sports events will initially not be run as a result of Covid-19 restrictions.				Percentage of total allocation: 0%
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:
Continued promotion of local sports clubs through keeping touch news letter an additional info forwarded to parents.	Work with local clubs and coaches to promote the opportunities in local areas. Publicise local clubs and events.	0	Due to Covid -19 restrictions competitive sport events have not being running at full capacity as in previous years so the impact of any implementation cannot be quantified yet..	Once restrictions allow, competitive events can be facilitated within school and between other schools and extracurricular clubs and events can be promoted more widely.

Signed off by	
Head Teacher:	L. Long
Date:	16.7.21
Subject Leader:	J. Greenwood
Date:	2.7.21
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Date:	16.7.21