

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

# Commissioned by



Department for Education

# Created by





It is important that your grant is used effectively and based on school need. The Education Inspection Frameworkmakes 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 make additional sustainable improvements to the quality of Physical Activity (PESSPA) they offer. This means that you should use the Physical Education, School Sport and 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'sbudget should fund these.

 $Please visit {\tt gov.ukforthere} vised {\tt DfEguidance} including the {\tt Skevindicators} across which schools should demonstrate$ animprovement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as a 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 selfevaluation 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 allocated for 2021/22	£19082
How much (if any) do you intend to carry over from this total fund into 2022/23?	£6890
Total amount allocated for 2022/23	£19570
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£26460
Carry forward from 2020 /21 into 2021/22 (underspent due to COVID)	£7007

### **Swimming Data**

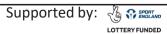
Please report on your Swimming Data below.

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 ondry land which you can then 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 evenif 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 atleast 25 metres?  N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2021.  Please see note above	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]? Please see note above	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but thismust be for activity <b>over</b> 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.

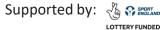
Academic Year: 2020/21	Total fund allocated:	Date Updated:21/07/2	2022	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation: 50%	
Intent	Implementatio	n	Impact	
Your school focus should be clear what you want the pupils to knowand 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 suggestednext steps:
<ul> <li>learning, lunch time activities and Sports Day</li> <li>Enables staff to deliver a more precise lesson with the aid of resources</li> </ul>	replacements needed.  Regular checks with the staff to ask for any equipment needed.	£700 Yoga mats Foldable tennis nets Under desk bike Netball bibs	Pupils accessed new activities and opportunities – yoga, additional tennis opportunities and volleyball	Continue regular checks of the PE cupboard will keep resources sustainable for the foreseeable future Re-iterate need for staff to inform me of broken/damaged equipment  Look at further sports opportunities and resource appropriately  Replace, renew equipment – trim trail Outdoor gym equipment – key expenditure (carry forward)
•All children will have the opportunity to take part in lunch time activities	lunch time activities.  Regular contact and checking how the groups are going.	£2100 (Sports Provider) £2625	Sports provider commented on the increase in girls taking part in the	Lunch time activities sustainable for another year with increased hours  More TAs allocated hours next year to increase uptake and variety of activity during lunchtime next year – (key expenditure and carry forward)
	Pupil voice - ask the children what		sessions.	expenditure and carry forward)















Children will spend their lunch time being physically active  The less active children are engaged in activities that they enjoy and are being encouraged to be physically active  Identified groups of children are being provided for  Provides a broad experience of a range of sports and activities  Increases pupil motivation  Raises standard of pupil performance  Raises the profile of PE across the school		(2 x TA x 30 mins per day)	Pupils have expressed enjoyment in	Look into ways of making it more accessible for the less active children.  More activities to be taking place at one time and an extra day added to the week for next year.
Also fits in Key Indicators 2, 4 & 5 Pay for Year 4 top-up swimming sessions	Assess the children to see if they can	£4743	Progression in children's swimming	Year 3 and 4 will continue to attend
<ul> <li>Increases interest in sport and a healthy lifestyle</li> <li>Ensures our children are confident with a lifesaving skill</li> </ul>	swim 25m  Continue to assess and monitor children's progression in swimming, ensuring they are on track to finish Year 6 with being able to swim 25m		since being assessed at the beginning of the year. More children succeeding at 25 metres by end of Year 4	swimming sessions next year.
To maintain membership to the Wyre Forest School Sport Partnership	To be part of a strong network of local schools which will provide expertise, facilities and resources to be shared	£2545	less active, pupil premium, special	Continue with the partnership next year to ensure children continue to get opportunities to compete and
	including Dome, all weather athletics track, dance mats, rock -it -ball sticks to name a few.  • Regular updates regarding national PE and Sport issues from the Partnership manager.		and low self-esteem.	participate in a variety of activities.  Ensure that the P.E curriculum links to upcoming events so that skills can be developed and then demonstrated in competitions throughout the year.
	<ul> <li>Constant support from the local high school designated PE and School Sport</li> </ul>			













Pay for Bikeability for both Year 5 classes Also first in Key Indicators 2. 3. 4 and 5	<ul> <li>Coordinator throughout the year.</li> <li>Have access to local competitions and festivals These festivals include targeted groups of pupils: Less active Pupil Premium Special Educational Needs Gifted and Talented, Low self-esteem etc</li> <li>Have CPD opportunities for support staff and teachers to improve the quality of teaching and learning including 1:1 sessions for teachers with coaches to improve knowledge.</li> <li>Have access to Cross Curricular initiatives including developing maths and literacy through sport.</li> <li>Continue to provide Year 5 Bikeability to ensure children are confident and safe cyclists on the road.</li> </ul>	40 x £10 = <mark>£400</mark>	To give children the opportunity to complete a Bikeability program to allow them to cycle to and from school safely.	·
				Investigate opportunities for bikeability to support non-cyclists to gain confidence
Key indicator 2: The profile of PESSPA being	raised across the school as a tool for who	ole school improvement	I	
				Percentage of total allocation:
			T	2.3%
Intent	Implementatio	n	Impact	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to	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 suggestednext steps:













Pay for cover to support/cover the PE	Check availability in advance of event.	3 x 1 day	PE subject leader is able to have the	Continue to release to subject leader.
<u>subject leader</u>	Find regular slot for data input	, i	time to identify key areas that need to be focussed on in the subject of PE.	
<ul> <li>Helps to ensure children can attend</li> </ul>		E000	_	
external sporting events with all the	Ensure curriculum allows for coverage		Data is kept up to date and informative.	
background preparation	and progression and staff are aware of			
	milestones			
<ul> <li>Entering the data ensures regular and</li> </ul>				
consistent feedback for children of their	Observe lessons and provision			
achievements and helps them to identify				
their own achievements and targets				
Revaluate the curriculum and				
ensure all staff are confident in its				
delivery				

Key indicator 3: Increased confidence, knowledge	and skills of all staff in teaching PE and	sport		Percentage of total allocation:
				9%
Intent	Implementatio	n	Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Pay for Teaching Assistants to accompany the Year 4 and 3 classes to swimming session and to work alongside instructors	Teaching Assistants liaise with the instructors at the pool to find out how best to support the children in achieving their swimming goals.	£2040	more confident when swimming.	Skills learnt for the teachers are sustainable and used with their next classes.  Benefit from professional expertise.  Increase opportunities for staff training and development
•Teaching staff will build their confidence in a	Teaching staff will learn about the sport prior to the visit and look to build on this knowledge through observations and conversations with event organisers at the festivals.	£420	Teaching staff will be able to bring back their knowledge to the school, increasing the variety of activities put on offer and have the confidence to put on sessions themselves.	Skills learnt for the children will be carried forward to next year.  Skills learnt for the teachers are sustainable and used with their next classes.  Benefit from professional expertise.













Key indicator 4: Broader experience of a range of	sports and activities offered to all pupil	S		Percentage of total allocation:
				1%
Intent	Implementatio	n	Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
Pay for Set of Speed Stacks equipment	Ensure that lunch time staff are informed on how to play the activity,	£280	Developing skills, resilience and coordination not used in traditional	Maintain upkeep through play leader checks.
<ul> <li>Creates excitement for children</li> </ul>	as well as play leaders who can put on		sports/activities.	L
•Provides another option at break and lunchtime	Speed Stacking sessions.			Children self-teach how to play.
•Learn value of patience and communication	Ensure all year groups have access to the Speed Stacking equipment.			Additional experiences to be offered during lunchtimes next year













Key indicator 5: Increased participation in co	ompetitive sport			Percentage of total allocation:
				11%
Intent	Implementat	ion	Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
Pay for transport to competitions	Go through the list of competitions from Alex Repton WFSSP.	£2400	SEND and PP children have taken part.	Consider placing more emphasis on need for contributions from parents.
•Increases pupil motivation	Ensure all year groups have a		Children have been exposed to sports and competitions that they aren't	·
•Enhances our inclusive provision	competition to take part in.	Rugby Festival – cancelled	familiar with.	Liaise with St Annes with regards to
•Enhances a positive attitude and engagement in and towards competition	Ensure a range of sporting types are entered.	Kho Kho Festival	Children have been given the opportunity to compete in sports learnt in school,	sharing transport.
•Raises the profile of PE across the school	Enter inclusive competitions/events.	Athletics Festival Hockey Festival	creating a greater sense of purpose for an activity.	
• Allows all pupils to attend competitions		Residential trips for Years 4 and 6	Sense of teamwork and achievement	
Also fits in Key Indicator 2				
Staff released to accompany pupils		<mark>£600</mark>		

Signed off by	
Head Teacher:	
Date:	21st July 2022
Subject Leader:	Will Fallows
Date:	21st July 2022
Governor:	Alan Booth
Date:	21st July 2022











