

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by

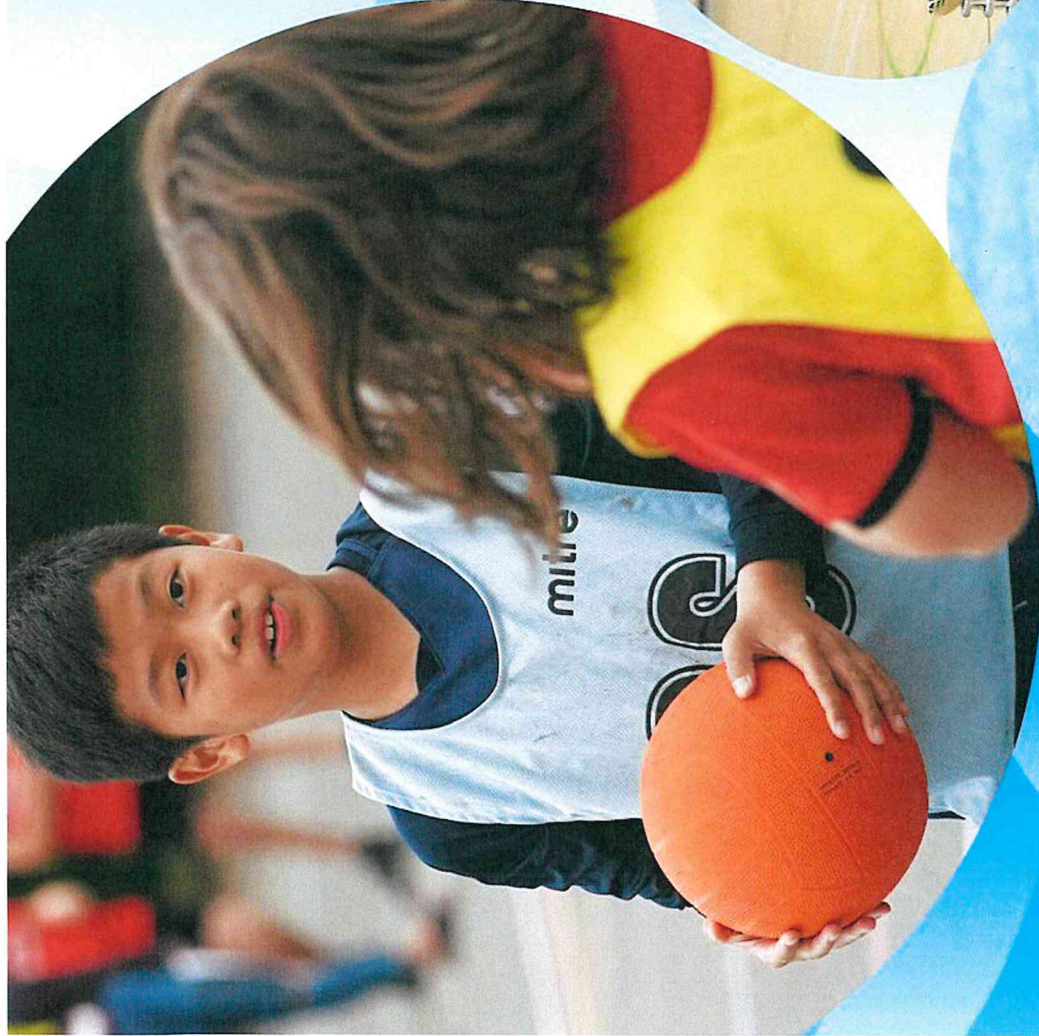


Department
for Education

Created by



YOUTH
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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 allocated for 2021/2022	£26460
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7674
Total amount allocated for 2022/23	£19200
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£26874
Total actual spend for 2022/2023	£35476.86
Carry forward from 2022 - 2023	£0

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 on dry 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 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 2023 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?	unknown

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
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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: 2022/2023	Total fund allocated:	Date Updated:19/07/2023		Percentage of total allocation:
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				
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Purchase equipment for PE, the is fit for learning, lunch time activities and Sports Day	Regular checks of the PE cupboard to check for wear and tear and replacements needed.	£700	Enabled range of sports and activities to be taught. Lessons not cancelled/adjusted due to poor quality or quantity of equipment.	Continue regular checks of the PE cupboard will keep resources sustainable for the foreseeable future
- Enables staff to deliver a more precise lesson with the aid of resources - Creates calmer lunchtimes with fewer behavioural issues - Increases pupil participation in activities - Increases interest in sport and a healthy lifestyle - Motivates children to perform better during Sports Day - Contributes towards the engagement of all pupils in regular physical activity - Provides a broad experience of a range of sports and activities Also fits in Key Indicator 4	Regular checks with the staff to ask for any equipment needed. New outdoor gym equipment purchased and installed	£12000 (other £12000 funded by PTFA)	Pupils accessed new activities and opportunities – yoga, additional tennis opportunities and volleyball Supported access for competitive events such as netball tournament Limited impact as yet due to only being fitted at latter end of the year	Re-iterate need for staff to inform me of broken/damaged equipment Look at further sports opportunities and resource appropriately Monitor the use and set challenges to encourage all children to use equipment regularly

Pay for a lunch time sport provider (AJB) •All children will have the opportunity to take part in lunch time activities •Aids towards increasing pupil participation in competitive sport •Contributes towards the engagement of all pupils in regular physical activity •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 Also fits in Key Indicators 2, 4 & 5	Regular discussions with the sport provider over the implementation of lunch time activities. Regular contact and checking how the groups are going. Pupil voice - ask the children what sports they would like to take part in. Sort the targeted groups of children and ensure the leader is working with them.	£3330 (Sports Provider) £435 (additional sports provider) £2900 (2 x TA x 30 mins per day)	Behavioural issues have decreased, particularly in targeted boys in lower key stage 2. Girls and boys continuing to take part Pupils engaging in more sporting activities than previously during lunchtime Pupils have expressed enjoyment in taking part in these activities and numbers taking part have increased over time	Lunch time activities sustainable for another year with continued number of hours. New provider. Continue with number of TAs allocated hours next year to continue uptake and variety of activity during lunchtime next year – (key expenditure and carry forward) 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.
Pay for Year 4 top-up swimming sessions •Increases interest in sport and a healthy lifestyle •Ensures our children are confident with a lifesaving skill	Assess the children to see if they can 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	£4743	Progression in children's swimming since being assessed at the beginning of the year. More children succeeding at 25 metres by end of Year 4 – continued progress	Year 3 and 4 will continue to attend swimming sessions next year.

			More children choosing to attend swimming clubs after school Great results in LKS2 swimming gala – 1 st out of 15 schools	
To maintain membership to the Wyre Forest School Sport Partnership Also fits in Key Indicators 2, 3, 4 and 5	To be part of a strong network of local schools which will provide expertise, facilities and resources to be shared 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. - Constant support from the local high school designated PE and School Sport Coordinator throughout the year. - 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 - 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. - Have access to Cross Curricular initiatives including developing maths and literacy through sport.	£2545	WFSSP arranged a variety of sporting festivals that provide opportunities for; less active, pupil premium, special educational needs, gifted and talented and low self-esteem. Also provided online virtual active sessions. Training undertaken through Sports Partnership	Continue with the partnership next year to ensure children continue to get opportunities to compete and 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.

Pay for Bikeability for both Year 5 classes Also first in Key Indicators 2. 3. 4 and 5	Continue to provide Year 5 Bikeability to ensure children are confident and safe cyclists on the road.	47 x £5 = £235	To give children the opportunity to complete a Bikeability program to allow them to cycle to and from school safely.	To continue to work with Worcestershire bikeability 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 whole school improvement				
				Percentage of total allocation: 2.3%
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Pay for cover to support/cover the PE subject leader • Helps to ensure children can attend external sporting events with all the background preparation • Entering the data ensures regular and consistent feedback for children of their achievements and helps them to identify their own achievements and targets Revaluate the curriculum and ensure all staff are confident in its delivery	Check availability in advance of event. Find regular slot for data input Ensure curriculum allows for coverage and progression and staff are aware of milestones Observe lessons and provision	3 x 1 day £600	PE subject leader is able to have the time to identify key areas that need PE. Data is kept up to date and informative.	Continue to release to subject leader.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:			
9%			
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:
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.	Funding allocated: £2100 (Half the TA cost to go swimming as we would need less TA's to cover time in class for PPA)	Children challenging themselves and are more confident when swimming. Increased progress particularly in Year 4 in second year of swimming
• Build confidence in teaching staff when it comes to supporting children during swimming session			Benefit from professional expertise. Increase opportunities for staff training and development
Pay for Teaching Assistant to accompany children to sports festivals	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.	14 x 3 hours x £12 x 2 staff £1008	Skills learnt for the children will be carried forward to next year.
• Teaching staff will build their confidence in a range of sports and improve their knowledge on certain activities			Skills learnt for the teachers are sustainable and used with their next classes. Benefit from professional expertise.
Percentage of total allocation:			
1%			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:
		Funding allocated:	

New outdoor gym equipment to provide another opportunity to participate in sporting activities unfamiliar to them	Ensure all year groups have access to the new equipment and appropriate training. Set challenges to encourage use	See above	Developing understanding of how to keep fit and set personal goals and challenges	Maintain upkeep through play leader/Site manager checks. Monitor use of equipment
Sports for Schools athlete event, giving the children the opportunity to raise money to sponsor a fitness challenge with the England cerebral palsy captain, Jack Rutter.	All children took part in the fitness sessions and engaged in practice sessions prior to the event.	£4880.86	Inspiring the children through Jack Rutter's assembly and building a sense of community in school through sponsored activities.	Continue using the fitness sessions taught as part of school life, through lessons and at break times. Use the money raised to enhance sport being taught in school through new equipment.

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:			
9%			
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: <u>Pay for transport to competitions</u> - Increases pupil motivation - Enhances our inclusive provision - Enhances a positive attitude and engagement in and towards competition - Raises the profile of PE across the school - Allows all pupils to attend competitions Also fits in Key Indicator 2	Make sure your actions to achieve are linked to your intentions: Go through the list of competitions from Alex Repton WFSSP. Ensure all year groups have a competition to take part in. Ensure a range of sporting types are entered. Enter inclusive competitions/events.	Evidence of impact: what do pupils now know and what can they now do? What has changed?: SEND and PP children have taken part. Children have been exposed to sports and competitions that they aren't familiar with. Children have been given the opportunity to compete in sports learnt in school, creating a greater sense of purpose for an activity.	Sustainability and suggested next steps: Consider placing more emphasis on need for contributions from parents. Continue to liaise with St Annes with regards to sharing transport.
	Funding allocated: £2400 Rugby Festival Tennis Dodgeball Festival Netball Swimming Gala Athletics (indoor and outdoor) Festival Hockey Festival Residential trips for Years 4 and 6		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

Signed off by	
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Governor:	
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