

# 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	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

## 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 2020.</p> <p>Please see note above</p>	15%
<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>	19%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	32%
<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: 2020/21		Total fund allocated:		Date Updated:	
<b>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</b>					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:
<ol style="list-style-type: none"> <li>1. Developing structured break times.</li> <li>2. Active breakfast club</li> <li>3. Heat Map and PDM on more active P.E lessons and active lessons (Active Kids Do Better breaks).</li> <li>4. Time to Move</li> <li>5. Skills Challenges with CPD</li> <li>6. Active lesson ideas</li> <li>7. Active P.E Home learning</li> <li>8. Class Visits to monitor activity levels in P.E lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Train new play leaders and lunchtime supervisors. Purchase new equipment/recording tools. Set up a leadership scheme in school. Year 4 and 5 to run skill challenges then turn into playleaders in year 6. Year 2 playleaders. Purchased Time to Move and Active Playtime Scheme. CPD workshops for playtime staff and children creating 'leaders' throughout school. (Due to Covid this has been continued into next year).</li> <li>2. Promote breakfast club, keeping ideas of activities fresh for the children, target attendance children</li> <li>3. Complete the yst heat map</li> </ol>		£1500  <ol style="list-style-type: none"> <li>1. More equipment brought in for active lunchtimes and breaks. (Figure to be added)</li> <li>4. (Free)</li> </ol>	<ol style="list-style-type: none"> <li>1. Break times are more structured resulting in decreased number of first aid/behaviour incidents. Play leaders are promoting positive play and offering different opportunities for pupils to take part in structured games. Skill challenges and skip to be fit are increasing the activity levels in the play ground due to be able to win prizes. Increased participation in positive and active play.</li> <li>2. Children are well prepared for lessons, increase in some attendance of pupils</li> <li>3. From class visits and monitoring, there is</li> </ol>	<ol style="list-style-type: none"> <li>1. All these will be continued into 21/22. Once the training has been delivered, all future training and children's leadership will be in-house. (Build a legacy through the leadership program.</li> </ol>

	<p>to identify and clarify where we could be more active.          Deliver a PDM to highlight findings and the importance of active lessons not just pe.</p> <p>4. Bringing in Wriggle and Pulse to promote activity levels and help run sessions for active home learning/vulnerable &amp; key workers (</p>		<p>evidence that P.E Lessons have become more active. Teachers now using brain breaks and activity levels have increased in classroom and across the school day.</p> <p>4. Time to Move is a way of monitoring activity levels outside of school.</p>	
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

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:
<ol style="list-style-type: none"> <li>YST Membership (Bronze – Silver mark by end of year – re-applying 21/22 due to covid)</li> <li>Liase with staff to use competitions/sport as tool to improve behaviour/attendance</li> <li>School games mark (Re-applying 21/22).</li> <li>(Over this year we have contacted and organised for PDMs to take place after covid restrictions) PDM on the importance of PE on school improvement (emphasis on active lessons)</li> </ol>	<ol style="list-style-type: none"> <li>Continue to purchase YST membership. Build on what the quality mark has told us (cont. 21/22).</li> <li>Teachers being involved in selecting pupils for competitions, jobs and out of hours learning</li> <li>Aim for silver – introduce a sports reporting team (cont. 21/22)</li> <li>PDM on more active P.E lessons and active lessons (Active Kids Do Better/Brain Breaks breaks). Increasing confidence in P.E</li> </ol>	£200	<ol style="list-style-type: none"> <li>Using the self-review tool meant we were able to highlight the areas where improvement was needed</li> <li>Children now realise that competitions/sports clubs are linked to behaviour and attendance, meaning that certain children’s behaviour and attendance have improved.</li> <li>Increased productivity within longer lessons.</li> </ol>	<p>School Games Mark is free – tournaments can continue. (Good way to see what we’re doing well and what needs to be improved).            Inclusive tournaments ran by staff in-house so no cost.            Active kids do better is free and sustainable, other similar ideas have been passed onto staff.            PDM is included in after-school club package with Birmingham City F.C (For next year)</p>

<p>and Dance/P.E) As well as professionals leading PDMs in certain areas of P.E</p> <ol style="list-style-type: none"> <li>5. Cross curricular links with other core subjects (Maths, and Sports Club &amp; links with PSHE and Wider curriculum)</li> <li>6. Inclusive tournaments (raising the profile of P.E to all students)</li> <li>7. Display for P.E in Sports Hall, focussing on Tournaments and Local Sporting Heroes.</li> <li>8. Links with other schools and clubs to host sporting events.</li> </ol>	<ol style="list-style-type: none"> <li>5. Maths sports club(Liaise with maths lead), reporting team for tournaments (English Link) – Links with PSHE for promoting health and wellbeing across the school. Active lesson ideas for Wider curriculum planning – making lessons more active across all subjects.</li> <li>6. Display – promoting the awareness of P.E and school sport.</li> </ol>		<p>Children staying on task better.</p> <ol style="list-style-type: none"> <li>4. Children are realising that pe can go hand in hand with English and maths as well as other subjects. Increased participation in pe due to the links.</li> <li>5. Enjoyment shown through pupil discussions.</li> <li>6. More awareness and ‘buzz’ about school sports and p.e (particularly after school clubs and tournaments).</li> </ol>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<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:



<p>Increase staff knowledge and confidence in delivering PE lessons</p> <p>PDMs for confidence in certain areas of P.E</p> <p>Sports equipment checked and updated with new planning scheme.</p>	<p>Continue to purchase P.E planning scheme. Easier to use by staff. Team teaching when needed</p> <p>PDM on more active lessons. (taken across to next year due to covid)</p> <p>£250</p>	<p>£380</p>	<p>Improved planning scheme has increased teacher's confidence and ability to teach high quality lessons.</p> <p>PDM focus on Dance (questionnaire showed teachers wanted help with this area of P.E) and how to provide an active lesson with above 50% moderate to vigorous physical activity.</p> <p>Equipment available and updated.</p> <p>Class visits have identified areas of strength (Teachers confidently teaching lessons at 50-70% MVPA) as well as areas of improvement which has led to collaboration with BCFC to 'team-teach' and help strengthen teaching across P.E (8 teachers across the year taking part in initiative 2021/22).</p>	<p>More CPD and PDM's on more active P.E lessons.</p> <p>In house CPDs so no cost involved.</p> <p>Sharing good practice</p> <p>(Part of P.E coordinators role so continued without extra cost)</p> <p>Professional PDM part of BCFC Primary Stars initiative.</p>
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**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Additional achievements:</p> <p>Due to Covid restrictions, no clubs have taken place. Time used to research better clubs and opportunities for children.</p> <p>More clubs run by professionals offering a wider variety of sports (costings to be carried across into 21-22).</p> <p>Residential carried over to 21-22.</p> <p>Aspire Sports Club</p>	<p>Source outside providers (Gymnastics/martial arts/netball)</p> <p>KS2 Residential experience</p> <p>Aspire has allowed us to have a deep dive in P.E as well as support throughout the year and CPD/Active lessons throughout.</p>	<p>£1725</p>	<p>Using outside providers enabled us to offer a larger variety of opportunities for the whole school to take part in out of hours learning. It also allowed us to offer different and unique sports</p>	<p>JASS – folders and continuation packs purchased so children can complete all 3 levels</p> <p>Residential – find out if the funding could be used from another area? Increase residential to Y6.</p>
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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:
Central sports partnership  Hold competitions  Contribute to the leasing of the school mini bus.	Attend competitions  Organise schools to come to us for tournaments	£300  £4700	Large increase in number of children going to tournaments – (Last year: This Year:  More intra-school inclusive tournaments for available for all children.	Set up regular fixtures with another local school. (walking distance no cost on transport) consortium fixtures – Marlborough and Regents Park to start before and after Term 2.1

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