

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 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 evidence is 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	£ 0.00
Total amount allocated for 2020/21	£ 20,170
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0.00
Total amount allocated for 2021/22	£16,450 (predicted)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 16,450

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	23% - pupils leaving summer term 2021
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	15%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	No - due to COVID-19 restrictions

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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: 2021/22	Total fund allocated: £16,450 (predicted)	Date Updated: 19.10.2021		
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			Percentage of total allocation:	24%
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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
1. The ability to perform and enjoy day-to-day physical activities with ease 2. Develop skills to participate in a wide range of activities, such as football, hockey, basketball, gymnastics and dance. 3. Pupils know how to move in a safe and controlled manner. Safe movement linked to the level of difficulty of a particular skill. 4. Pupils can make an	<ul style="list-style-type: none"> Two hours of physical activity per week led by PE Cover Supervisor (Level 5 Physical Education & Sports Studies) and the class teacher After school sports activities for KS1 & KS2 pupils e.g. football, basketball, girls' football, fitness club, multi-sports, racquet skills A wide range of physical activities ensures that we meet our four objectives in supporting and developing the physical, social, emotional and health education of all 	£3, 900	Success criteria for safe movement: <ul style="list-style-type: none"> Small number of reported accidents 90% pupils working at age related expectations (ARE) Pupils play games with limited recourse to adult intervention or support. Low level of lunchtime incidents requiring teacher response. 	Requirements: Space – hall/playground Timetabled sessions Staffing levels maintained Pupil attendance of 90% Langley Baths for swimming Next step: Employ PE Sports Apprentice

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<p>informed assessment of their own physical ability to take part safely in physical activities</p> <p>4. Develop teamwork, sportsmanship and cooperation.</p> <p>5. Experience a wide range of activities which would support an active and healthy lifestyle into adulthood.</p>	<p>pupils. Individuals have increasing confidence to address challenges in social situations and when faced with a problem or challenge.</p>		<p>All pupils experience curriculum coverage:</p> <ul style="list-style-type: none"> • KS1 pupils experience gymnastics, dance, fundamental skills- coordination & balance & agility, tennis • KS2 pupils experience gymnastics, dance, fundamental skills- coordination & balance & agility • Specific instruction in hockey, handball, basketball, athletics, cricket, rounders, netball, circuit training • 85% pupils working at age related expectations (ARE) 	
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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:

58%

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>Funding allocated: £9650</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>

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<p>1. The importance of safe practice in PESSPA (Physical Education, School Sport and Physical Activity).</p> <p>2. Pupils move safely to reduce the risk of injury and the likelihood of accidents occurring.</p>	<ol style="list-style-type: none"> 1. Lessons are well planned with a clear structure to revise previous learning/skills and new skills taught as an extension to prior learning 2. Differentiated activities to ensure inclusion and challenge for more able 3. PECs (PE Curriculum Support) Programme throughout the year for professional development, expanding teacher knowledge and increasing confidence so that lessons are delivered with enthusiasm, pace and high levels of pupil engagement. 4. School monitoring cycle by PE lead and Sports Cover Supervisor 5. PE lead teacher is part of the school's Middle Leadership Team contributing to whole school development 	£	<p>Success criteria for safe practice</p> <ul style="list-style-type: none"> • Small number of reported accidents • 90% pupils working at age related expectations (ARE) • No significant issues from school cycle of monitoring -lessons & curriculum coverage • PE equipment annual inspection • Regular inspection condition of equipment used for PE & lunchtime activities 	<p>Requirements:</p> <p>Budget to replace and extend PE equipment & resources</p> <p>Release time for PE Lead</p> <p>Release time for teachers for feedback from PECs and discussion of next steps in professional development & knowledge base</p> <p>PE Lead teacher attends all MLT meetings</p> <p>PE Lead teacher attends CPD through external providers</p> <p>Staff meetings with PE focus in academic year</p> <p>Next step:</p> <p>Maintain provision detailed above</p> <p>Support from SLT regarding ongoing CPD for all staff</p>
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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			Evidence of impact: what do pupils now know and what can they now do?	

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pupils to know and be able to do and about what they need to learn and to consolidate through practice:			What has changed?	
<ol style="list-style-type: none"> 1. Balance 2. Hand-eye co-ordination 3. Core strength 4. Spatial awareness – safe movement at speed in different environments e.g. hall, playground, goal-mouth 5. Use of equipment e.g. hockey stick, racquets, athletic resources – batons, foam javelin, hurdles 	<ol style="list-style-type: none"> 1. Adult supervision on playground of physical activities 2. Wide range of resources e.g. stilts, skipping ropes, balls of varying sizes/textures and weights 3. External coach (Sports Plus) to organise lunchtime games and support CPD of midday supervisors 4. PE school development plan and termly progression overview plan for staff to detailing equipment, key vocabulary, teaching focus 	£1,000	Success criteria: <ul style="list-style-type: none"> • Small number of reported accidents • 90% pupils working at age related expectations (ARE) • No significant issues from school cycle of monitoring -lessons & curriculum coverage • Rood End Progression in PE overview delivered • Pupils achieve EHCP targets for physical development 	Requirements: Budget to replace and extend PE equipment & resources Release time for PE Lead Release time for teachers for feedback from PECs and discussion of next steps in professional development & knowledge base Staff meetings with PE focus in academic year Next step: Evaluate potential team games & changes for 2022 – 2023 Consider changes based on topical sporting events/new activities for schools e.g. Commonwealth games, Paralympics
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
Inte	Implementa		Impa	

nt	tion	ct	
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:			Evidence of impact: what do pupils now know and what can they now do? What has changed?
Additional achievements: <ol style="list-style-type: none"> 1. Commitment to competition within Sandwell Learning Community 2. Renewal Sandwell School Games Award summer 2020 3. School nominated KS2 Sports Leaders 	Participation in: <ol style="list-style-type: none"> 1. Inter-school football competitions/matches 2. Smethwick Learning Community athletics day – Hadley Stadium Smethwick 3. West Smethwick Park – school-based sports day 4. Sandwell school games tournaments 5. Sports Leaders encourage pupils to engage in break and lunchtime activities 	£1,900	Success criteria: <ul style="list-style-type: none"> • Increase 5% Pupils attending after school sport activities • Pupils from Y1 – 6 attend after school sport activities • School Games award summer 2020 -silver achieved • Decrease number of incidents at break or lunchtime with increased pupil levels of engagement in physical activities

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Inte nt	Implementa tion		Impa ct	
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:
Reference - Key Indicator s 1 - 4		£ refer to Key Indicators		

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