

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 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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£1,176
Total amount allocated for 2020/21	£8,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9,176
Total amount allocated for 2021/22	£18,110
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,286

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>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</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>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 2020.</p> <p>Please see note above</p>	93%
<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>	93%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	93%
<p>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?</p>	No

Academic Year: 2020/21		Total fund allocated:		Date Updated:	
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: %
Inte nt	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:
Offer a range of different sports for ALL chn to ensure that they are achieving the expected 30 minutes-a-day. Introduce 'Active Travel', where classes log how they come to school each day, engaging children in regular walking/scooting etc, with extra badge incentive.	<ul style="list-style-type: none"> - Additional resources to replenish previously bought items. A range of different resources e.g. footballs, tennis balls, cup 'n' ball, netballs, chalk boards, chalk, hoppers, skipping ropes, role-play for creative P.E curriculum, music etc. - Club offer across KS 1 and 2 to incorporate different opportunities: multi-skills, archery and street dance for the Autumn term. 	<p>£ 1200 (KS1/) – spread out over terms</p> <p>£100 (badges)</p>			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: %
Inte nt	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:
<p>Development of the KS1 playground to ensure ALL children are physically active during break and lunch times.</p> <p>Development of KS2 playground to ensure children are physically active during break and lunch times.</p> <p>Revamp 'Playpal' roles with structure. Rainbow Hour / Rainbow Warriors?</p>	<ul style="list-style-type: none"> - P.E. subject leader and HT to discuss with potential budget/ designs with external companies. - Arrange for quotations from companies. - Allow staff to have input into the practicalities of the new structures. - PE Lead and HT to discuss with potential budget/ designs with external companies. Arrange for quotations from companies. - Allow staff to have input into the practicalities of the playground surfaces (non-toxic painting of playground surfaces). - SLT, governors and MAC to review project is financially viable. - Decide and instruct company to install new structures within the KS1 playground. Site manager informed. - Purchase activity panels for KS2 (approximately 10) to be placed on fencing around periphery of playground. 	<p>£6000</p> <p>£2000</p>		

	<ul style="list-style-type: none"> - Train Y6 P Play Pals to ensure maximise their effectiveness at lunch times in different zones with games, music and small equipment. - Play Pals to wear hi-viz jackets to identify themselves. - Development of EY playground, purchasing climbing equipment to enhance children's gross motor skills. 	<p>£400 (2 days' supply to train pupils)</p> <p>£200 for uniform (high visibility jackets and caps)</p> <p>£4000</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:
				%
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:

<p>Introduce a new PE scheme to deliver the curriculum replacing 'Champions' – 'Complete PE' which is partnered with Youth Sports Trust.</p> <p>Confident staff, including ECTs.</p>	<p>Planning, delivery and assessment to be brought up to date and include well-being as part of lessons, from EY to Y6.</p> <p>Sports coach (Mon and Fri) to work with staff in those lessons to team teach to provide CPD, improving confidence and pedagogy. To focus on differentiation and obtain written evidence of progress.</p> <p>Subject Leader to be released to meet with Black Country Consortium, MAC PE coordinators and SGO.</p> <p>Subject leader to survey staff to identify particular areas in which they need development.</p>	<p>£1450+VAT for scheme of work</p> <p>£150+VAT annual membership</p> <p>£9000 - tbc</p>		
<p>School's P.E. policy to be adapted and modified to work within line with new/current guidelines.</p>	<p>A clear vision statement needs to be developed that reflects the promotion of active, healthy lifestyles within our school ethos.</p> <p>The PE Policy and risk assessments need to be updated and amended in line with AfPE recommendations and to be shared and agreed with all staff and governors.</p>	<p>No cost</p>		

	Collaborate with PE lead in at least one of Emmaus MAC schools to share good practice.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Achieve 'School Games Mark'.	Complete implementation of supporting actions (playpal training, competitions) to apply for the award for 2021-22 Collaborate with MAC PE coordinators to arrange sports activities and competitions (to include inter school competitive events). Coach costs to be covered here.	£TBC		

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?:
More children across the school to be involved in competitive sports.	<p>Follow the calendar of events to ensure that children have the opportunity to be involved in competition at all levels:</p> <p>L0 – personal challenge (to be assisted by Playpals / Rainbow Warriors)</p> <p>L1 – inter house (within PE lessons)</p> <p>L2 – inter school (wider competition)</p> <p>L3 – county finals (wider competition)</p> <p>Move Sports Day to have it take place during National School Sport Week WC 18th June to offer an experience for all pupils linked to a national event.</p>	£800 travel costs	Sustainability and suggested next steps:

	<p>Liaise with MAC coordinators and School Games Organisers. for Birmingham Commonwealth Games activities.</p> <p>Follow the SGO's calendar of events.</p>			
<p>Continue to offer a wider range of activities both within and outside of the curriculum to get more pupils active.</p>	<ul style="list-style-type: none"> - Continue to ask the pupil's opinions through pupil voice to see what additional activities or resources the children would like. - Fit 4 Schools sport coach to work with support staff in clubs e.g. invasion games to develop support skills sets, tasters of different sports – archery, fencing, street dance, etc. - Indoor lunch activities e.g. dance, gymnastics, table tennis, Go Noddle. <p>Teachers to guide and to target children who are hard to reach during PE and sports clubs during break and lunch times.</p>	No cost		

Signed off by	
Head Teacher:	J.Downes
Date:	17.9.2021
Subject Leader:	J Moore
Date:	17.9.21
Governor:	M Hemmingway
Date:	20.9.21