

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



It is important that your grant is used effectively and based on school needs. 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](https://www.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.

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| Total amount allocated for 2022/23 | £19,850 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023 | £19,850 |
| Additional funding from budget required to meet this plan | £13,158.00 (inc free PE kit to all pupils Rec - Y6) |

Swimming Data

Please report on your Swimming Data below.

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| 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 2021. Please see note above | 41.7% |
| 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 | 43.8% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 35.4% |

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| 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 |
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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: 2020/21 | Total fund allocated:£19,850 (to be topped up from school budget by £13,158) | Date Updated: | |
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| 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: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: £4920.00 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: Sustainability and suggested next steps: |
| Increased participation in a variety of adult led physical activity during lunchtime. To improve fitness levels for all pupils, to participate in paired and group activity, to increase skill levels (hand eye coordination, speed & accuracy, invasion games tactics etc). Increased adult supervision and focus will improve behaviour. | To replenish year group Play Equipment for use at lunchtime. Implement short-burst, high intensity physical activity across year groups (e.g. skipping) Implement 'dance' workouts during playtimes across year groups Sports Ambassadors to encourage activity during | Additional lunch supervisor provision to support outdoors £1000 (from budget) Playground sports resources £600.00 Young Sports Leader training: (120.00 plus £200 supply | All play equipment was audited and replenished. All children have been given a skipping rope, with timetabled slots for year groups. A skip-a-thon has also been planned for Autumn 23. Dance workshops were offered Spring and Summer and dance workouts have formed Lunchtime supervisor training to optimise participation in adult-led physical activity Equipment to be checked and new resources purchased for play/lunchtime physical activities. To continue to develop the role of sports ambassadors. |

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| <p>P.E. co-ordinator to introduce a KS2 park run activity (Spring - Summer 23).</p> <p>Upskill staff in supporting forest area activities and outdoor learning cards.</p> <p>To further develop the role of sports ambassadors.</p> | <p>assemblies. House/Values assemblies celebrating sport achievements. To be trained in playground games to lead at lunchtimes (bibs to highlight the pupils) Training for 12 pupils.</p> <p>Look into young sports leader training for Y4, 5 & 6 to enable sports council members to lead lunch activity for the younger pupils. To utilise the sports coach to train sports ambassadors to lead games at lunch. Sport coach designated to year groups identified as needing additional encouragement to engage in physical activities at lunchtimes.</p> <p>Employ support of coaches at lunchtime x3 per week to increase variety and participation.</p> <p>During wet playtimes, sport coach to rotate year groups and deliver fitness sessions in the school hall. Continue to resource areas and provide training to lunch staff.</p> <p>P.E. co-ordinator to introduce</p> | <p>£200.00 transport £200.00 :£520.00</p> <p>Cover costs for PE co-ord and staff training re forest Park run cover: £1000 BoomBox for dance workouts £300.00 Skipping ropes (KS2) £500.00</p> <p>Sports coach: £2000.00</p> | <p>part of the playground offer of activities.</p> <p>All year groups were actively involved in sports led activities during the lunch hour. Lunch staff were proactive in encouraging increased activity and activities were tailored to suit the needs and likes of the children.</p> <p>Lunchtime supervisors received training in engaging pupils in physical activities during lunchtimes.</p> <p>Pupils maximised their active time during the 30-minute outdoor play session at lunch.</p> <p>House assemblies celebrate 'sport superstars' in school and a medal awarded.</p> <p>Sport Ambassadors have led assemblies and support the sport coach during lunchtime</p> | |
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| <p>Ensure children come to school in correct and appropriate PE uniform removing concerns over brand names and labels which can create issues and reduce participation.</p> | <p>park run activity for Year 5 and 6. (Spring-Summer 22). year group at a time with 30 stop watches, group at a time and partner record each other. record time and look to improve next time. Sports council to organise and upload results.</p> <p>Staff trained to lead additional pupil activities on the forest area</p> <p>To purchase tracksuits for every child (with a house colour t-shirt)</p> | <p>P.E. Kit provided by school for 22/23 academic year: £12,000 (from budget)</p> | <p>playground activities. Sports Ambassadors have also completed training for their role. Sports ambassadors have supported the school's sports week and lunchtime activities.</p> <p>Sport coach was designated to year groups identified as needing additional encouragement to engage in physical activities at lunchtimes.</p> <p>Senior Leadership Team supported the participation from pupils as they supervised playgrounds during the outdoor time and led invasion game sports (such as netball and football).</p> <p>Staff given staff meeting time to plan and implement additional Forest school sessions.</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: |
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| | | | | 36% |
| 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: £6959 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>Sports coach to support the teaching of P.E and will lead after school clubs and lunch activities. This will be in addition to the daily physical activity zones.</p> <p>Complete P.E. to be comprehensively used across school. Staff will also use Complete P.E to make assessments on achievement and progress.</p> <p>The school values PE and therefore allocates a TLR to the sport coordinator in recognition of the importance of promoting a healthy and active lifestyle.</p> <p>The Well-Being Co-ordinator will support the promotion of a healthy and active lifestyle, linked with positive mental health.</p> <p>P.E. and Sports achievements recorded by SLT and made a focus</p> | <p>Liaise with Sports Plus to ensure the coach remains consistent.</p> <p>To ensure a pupil questionnaire is completed now Complete P.E. is fully implemented.</p> <p>P.E. Co-ordinator to continue to monitor the planning and implementation of Complete P.E and deliver staff training based on any areas of development.</p> <p>To plan inclusion awareness week with opportunities to promote a healthy and active lifestyle.</p> <p>Sports Ambassadors to encourage activity during</p> | <p>£1000.00 sports PE resources.</p> <p>Annual renewal of Complete PE £400</p> <p>Cover for monitoring £600</p> <p>PE TLR £2,959</p> <p>SLT management time: £2000.00</p> | <p>The Sport Coach remained consistent, Complete P.E. planning programme was used for all year groups to ensure consistency and progression of sport in school.</p> <p>P.E. co-ordinator monitors planning and implementation and has delivered staff meeting briefings.</p> <p>5 members of staff trained to lead activities in the outdoor area.</p> <p>House assemblies celebrate 'sport superstars' in school and a medal awarded.</p> | <p>To complete staff and pupil questionnaires, to ascertain views of the new P.E. curriculum and timetable for 23-24.</p> <p>To ensure newly appointed sport coach is inducted.</p> <p>Well-being and P.E. curriculum leads to ensure the promotion of a healthy and active lifestyle, linked to mental health.</p> <p>Further develop sporting celebrations across school.</p> <p>New changes in P.E. curriculum to be monitored and CPD offered to support staff delivering P.E.</p> |

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| <p>in our weekly House/Values and celebration assembly and through sports council.</p> <p>P.E. Co-ordinator to monitor the planning and implementation of Complete P.E and deliver staff training based on any areas of development.</p> | <p>assemblies. House/Values assemblies celebrating sport achievements.</p> <p>Continued oversight of PE delivery by PE co-ordinator.</p> | | <p>Inclusion awareness week with opportunities to promote a healthy and active lifestyle completed Spring 23.</p> <p>P.E. curriculum reviewed and amendments made by P.E lead and curriculum lead. These were shared and activities modelled during a whole school INSET day.</p> <p>P.E. equipment was audited and new equipment purchased to ensure P.E. curriculum could be delivered with the required equipment.</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: |
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| | | | | 8% |
| Intent | Implementation | | Impact | |
| <p>Your school focus should be clear what you want the pupils to know and be able to do and about</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated: £1950</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What</p> | <p>Sustainability and suggested next steps:</p> |

| what they need to learn and to consolidate through practice: | | | has changed?: | |
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| <p>All staff to use Complete P.E. this year to ensure a comprehensive P.E. curriculum is being taught.</p> <p>Staff (including the sports coach) will also use Complete P.E to make assessments on achievement and progress.</p> <p>Staff to access quality CPD</p> <p>Ongoing support to teaching staff in relation to the delivery of PE across the school.</p> <p>To investigate the implementation of Active Maths</p> <p>To support SEN pupils in greater activity sessions in the forest and to incorporate their individual targets into the sessions.</p> | <p>PE co-ordinator and AHT is part of a PE network group which ensures we are aware of recent changes and receive advice and support through AFPE membership. Continue this provision and allow co-ordinator time to support.</p> <p>Staff Questionnaire to be completed in the Spring Term to inform CPD.</p> <p>Staff meeting allocation for CPD needs.</p> <p>Sports coach to deliver PE on 3 afternoons a week with CPD opportunities for staff teaching their own PE to observe.</p> <p>Complete P.E. implemented across school- staff to use videos to help share good techniques and practice.</p> <p>Weekly additional sessions of forest school for targeted</p> | <p>£1.200 SLA Dance Desk</p> <p>£750 Cover for network meetings</p> <p>Annual renewal of Complete PE upgrades - cost noted section 2</p> <p>AHT time - cost noted section 2</p> | <p>The sports coach has been available for observation by teaching staff during PPA for support.</p> <p>Complete P.E. used by staff to complete assessments and track achievement.</p> <p>Staff Questionnaire to be completed Aut 23</p> <p>P.E. co-ordinator monitors planning and implementation and has delivered staff training, including an whole INSET day.</p> <p>5 members of staff trained to lead activities in the outdoor area.</p> <p>Disco Dough delivered to SEN groups. Vestibular sensory equipment purchased for movement break and social times, in consultation with</p> | <p>To complete staff and pupil questionnaires, to ascertain views of the new P.E. curriculum and timetable for 23-24.</p> <p>Sensory timetables to be developed with advice from external professionals.</p> <p>New changes in P.E. curriculum to be monitored and CPD offered to support staff delivering P.E.</p> |

| | SEN children and year groups across the school year - staff to observe Forest school lead as part of their CPD record. | | Occupational Therapy. Staff given staff meeting time to plan and implement additional Forest school sessions. | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 16% |
| 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: £3129 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To target a greater number of pupils in sports activities across the year by widening the sports offer. Recently installed MUGA to be used across school. Opportunities for inter-school and in-school (non competitive) activities to broaden experiences. | Introduction of additional sports clubs to a range of ages. Club for all year groups to be made available across the year by P.E. co-ordinator and coach. Enrichment groups to be implemented across key stage 2, offering additional sport | £929 Sports coach £500 equipment for new clubs/ kits and exploration workshops Cover costs for teacher to accompany bikeability training, | Sporting clubs were offered to each year group. These had full uptake. Each year group participated in sports week events (designed and supported by the sports ambassadors). | To further explore new sporting events and clubs to increase participation by offering sporting enrichment groups. Sport ambassadors to survey pupils from all key stages for new experiences to be explored. |

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| | <p>opportunities.</p> <p>Participation in Bikeability sessions in Year 6.</p> <p>Whole school participation in a school dance-a-thon.</p> <p>Participation in sport exploration workshops (three events per year).</p> <p>To plan inclusion awareness week with opportunities to promote a healthy and active lifestyle.</p> <p>To ensure all year group access to Outdoor Learning opportunities through our Forest School provision.</p> <p>Exploration Day focus activity termly.</p> | <p>dance-a-thon and other related activities. £1000.00</p> <p>£600 Forest school equipment and food.</p> <p>Forest training (site staff) £600.00</p> <p>AHT time - cost noted in section 2</p> | <p>As part of the School Games Programme, the school participated in a range of competitive tournaments off site including: girls and boys Cricket, mixed Netball and boys and girls football competitions across KS1 and 2 this included training sessions given to teams.</p> <p>SEND children from KS1 took part in a Mini-Pentathlon event with children from other Sandwell Schools</p> <p>Forest School sessions were offered to all year groups in addition to specific vulnerable pupils.</p> <p>MUGA has been fully installed and is used for P.E and extra-curricular clubs.</p> <p>Whole school participation in dance-a-thon</p> <p>Wood Green dance festival was attended and</p> | <p>To increase use of Forest School across year groups, utilising trained staff.</p> <p>To go for games mark gold award</p> |
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| | | | <p>a group of pupils performed.</p> <p>Due to limited places only 6 children participated in bikeability passing level 2. This will increase in 2023/24</p> <p>Exploration days included several sporting activities (dance, team sports, forest).</p> <p>Inclusion awareness week completed with opportunities to promote a healthy and active lifestyle</p> <p>School achieved games mark silver</p> | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 16% |
| 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: £3050.00 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Seek out increased opportunities for competitive sports opportunities. Impact: Increase in pupils participating in competitive sport and having an increased profile across school. | To further engage with the Sandwell/Midlands competitive leagues/comps so children have greater opportunities to engage in a wider range of competitive sports. To extend opportunities for sporting (competitive) through House competitions. To offer competitive sporting opportunities through after school club offer and exploration days. To run 4 sports day events (EYFS, Y1 & 2, Y3 & 4, Y5 & 6) | £50 league fees £1000.00 staff cover for events £2000.00 allocated for transport fees | Sporting clubs were offered to each year group. These had full uptake. Cricket, Netball, Football, Dodgeball, Basketball and Athletics tournaments were attended, with training sessions given to teams. Wood Green dance festival was attended and a group of pupils performed. Sports week completed and all children participated. | To further explore new sporting events and clubs to increase participation by offering sporting enrichment groups. Sport ambassadors to survey pupils from all key stages for new experiences to be explored. To go for gold games mark award |

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| | | | <p>Exploration days included several sporting activities (dance, team sports, forest).</p> <p>In recognition of the school's commitment to the School Games Programme, the Silver Level Award was achieved.</p> <p>Weekly Old Park Sporty Superstar recognised in assembly with their sport shared with videos and images of them performing outside of school and a medal awarded.</p> | |
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| Signed off by | |
| Head Teacher: | T Boddington |
| Date: | Sept 2023 |
| Subject Leader: | H Westwood |
| Date: | Sept 2023 |
| Governor: | T Wallis |
| Date: | Sept 2023 |