

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>During COVID restrictions, all group ‘bubbles’ were given play equipment to ensure activities were continued during their lunch time. Lunch lead continued to enforce the zone system of activities, in compliance with the school’s COVID Risk Assessment. Sport coach came into school during school closure and delivered P.E. sessions to key worker / vulnerable children in school.</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 participation and activities were tailored to suit the needs and likes of the children. Pupils were maximizing their active time during the 30-minute outdoor play session at lunch. Senior Leadership Team supported the participation from pupils as they supervised playgrounds during the outdoor time. Sports council was elected and meet on a regular basis. They supported the school’s sports week and lunchtime parkour events, in response to pupil talks. Staff given staff meeting time to plan and implement additional Forest school sessions. Sport Coach remained consistent, Complete P.E. used for all year groups. P.E. co-ordinator monitors planning and implementation and has delivered staff meeting de-briefs. 4 members of staff trained to lead Forest School – 3 enrichment afternoons were delivered Summer 21. Staff given staff meeting time to plan and implement additional Forest school sessions</p> <p>The sports coach has been made available for observation by teaching staff during PPA for support, although this was limited due to COVID-19 restrictions. Complete P.E. used by staff to complete assessments and track achievement Disco Dough delivered to SEN groups. Vestibular sensory equipment purchased for movement break and social times. In line with COVID risk assessments, sporting clubs were offered to each year group - these had full uptake. Each year group participated in sports week events and Parkour events (designed and supported by the sports council). Cricket and Football tournaments were offered, with training sessions given to teams.</p>	<p>To further develop the role of the sports council, having an active role during play and lunchtimes across school.</p> <p>To utilise the sports coach to train sport 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>P.E. co-ordinator to introduce a KS2 park run activity</p> <p>To organise Bikeability for current Year 6 pupils (Summer Term)</p> <p>To ensure a pupil questionnaire is completed now Complete P.E. is fully implemented. (postponed as full coverage had not been completed in school due to school closures). To complete a staff questionnaire to identify CPD needs. Staff meeting allocation for CPD needs.</p> <p>To plan inclusion awareness week with opportunities to promote a healthy and active lifestyle (postponed due to COVID restrictions).</p> <p>Upskill staff in Yoga and mindfulness techniques.</p> <p>Staff CPD form to be completed at least 2 x annually through lesson observations of sports coach</p> <p>To investigate the implementation of Active Maths</p> <p>To resume our full offer to increase participation by offering sporting enrichment groups.</p> <p>MUGA to be designed and installed.</p> <p>Whole school participation in a school dance-a-thon (cancelled last year due to school closure and COVID restrictions)</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? Yes

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

<b>Academic Year:</b>	<b>Total fund carried over: £900</b>	<b>Date Updated:13/10/21</b>
What Key indicator(s) are you going to focus on? <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school		Total Carry Over Funding: £900
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<u>Increased participation in a variety of adult led physical activity during lunchtime.</u>  <u>To further develop the role of sports council.</u>	To replenish year group Play Equipment for use at lunchtime.  Sports Ambassadors to encourage activity during assemblies. House/Values assemblies celebrating sport achievements. To be trained in playground games to lead at lunchtimes (bibs to highlight the pupils)	Carry over funding allocated: £900  All play equipment was audited and replenished.  House assemblies celebrate 'sport superstars' in school and a medal awarded.  Sport Ambassadors have led assemblies and support the sport coach during lunchtime playground activities. Sports Ambassadors have led year group Parkour and running events.

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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	58%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	59%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
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?	No



## 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: £19,850		Date Updated:13.12.2021	
<b>Key indicator 1:</b> 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:	
Intent	Implementation		Impact	18%	
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:	
Increased participation in a variety of adult led physical activity during lunchtime.  <u>Impact: To improve fitness levels for all pupils, to participate in paired and group activity, to increase skill levels (hand eye co-ordination, speed &amp; accuracy, invasion games tactics etc).</u> <u>Increased adult supervision and focus will improve behaviour.</u>  Daily Mile to begin again once lunchtime timings are once again increased.  P.E. co-ordinator to introduce a KS2 park run activity (when deemed COVID-safe to do so).	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 sport ambassadors to lead games at lunch. Sport coach designated to year groups identified as needing additional encouragement to engage in physical activities at lunchtimes.  Employ support of coaches at lunchtime x3 per week to increase variety and participation.  During wet playtimes, sport coach to rotate year groups and deliver fitness sessions in the school hall.	Sports coach: £276.32  Additional lunch supervisor provision to support outdoors £1000  Playground sports resources £580.00  Young Sports Leader training: TBC  Cover costs	All groups/areas were given replenished play equipment to ensure activities were continued during their lunch time.  All year groups were actively involved in sports led activities during the lunch hour. Lunch staff were proactive in encouraging increased activity and participation and activities were tailored to suit the needs and likes of the children.  Pupils maximised their active time during the 30-minute outdoor play session at lunch.  Senior Leadership Team supported the participation from pupils as they supervised	Play equipment audited and replenished.  Train new sport council members and continue to develop role.	

<p>Upskill staff in supporting forest area activities and outdoor learning cards.</p> <p><u>Impact: Additional daily exercise for all, will impact upon health and fitness of participants.</u></p> <p>To further develop the role of sports council.</p> <p><u>Impact: to act as ambassadors for sport to motivate the children.</u></p>	<p>Continue to resource areas and provide training to lunch staff.</p> <p>P.E. co-ordinator to introduce park run activity for Year 5 and 6. (when deemed COVID-safe to do so). 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>for PE co-ord and staff training re forest £700</p> <p>Park run cover: £1000</p>	<p>playgrounds during the outdoor time.</p> <p>Sports council was elected and meet on a regular basis. They supported the school's sports week and lunchtime Parkour events, in response to pupil talks.</p> <p>Staff given staff meeting time to plan and implement additional Forest school sessions.</p> <p>Sports council have an active role during play and lunchtimes across school and have been trained by the sports coach to lead games at lunch. Sport coach was designated to year groups identified as needing additional encouragement to engage in physical activities at lunchtimes.</p> <p>P.E. co-ordinator introduced a KS2 park run activity in the Summer term, supported by sport council.</p>	
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>48%</p>
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>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 co-ordinator in recognition of the importance of promoting a healthy and active lifestyle.</p> <p>The Inclusion Manager will support the promotion of a healthy and active lifestyle as the focus of this year's Inclusion Awareness Week.</p> <p>P.E. and Sports achievements recorded by SLT and made a focus 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. To continue to offer support to staff regarding modifications of lessons to comply with the school's COVID risk assessment.</p> <p>Upskill staff in Yoga and mindfulness techniques.</p> <p>To ensure a pupil questionnaire is</p>	<p>Liaise with Sports Plus to ensure 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 Captains to encourage activity during assemblies. House/Values assemblies celebrating sport achievements.</p> <p>Continued oversight of PE deliver by PE co-ordinator.</p>	<p>£3930 Sports coach</p> <p>£1000.00 sports resources.</p> <p>£1400 playtime resources.</p> <p>Annual renewal of Complete PE £378</p> <p>Cover for monitoring £600</p> <p>TLR £2364.00</p>	<p>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>4 members of staff trained to lead activities on the outdoor area.</p> <p>Inclusion awareness week with opportunities to promote a healthy and active lifestyle completed Spring 22/</p>	<p>To ensure a pupil questionnaire is completed now Complete P.E. is fully implemented.</p> <p>Upskill staff in Yoga and mindfulness techniques.</p> <p>To ensure newly appointed sport coach is inducted.</p>
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<p>completed now Complete P.E. is fully implemented. (postponed as full coverage had not been completed in school due to school closures)</p> <p><u>Impact: P.E. and sport to be seen (by all stakeholders) as having an increased profile in school.</u></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	25%
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>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 on the forest and to incorporate their individual targets into the sessions.</p>	<p>PE co-ordinator 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 CPD form to be completed at least 2 x annually through lesson observations of sports coach.</p> <p>Staff Questionnaire to be completed 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</p>	<p>£900 SLA Dance Desk</p> <p>£3860 Sports coaches</p> <p>Annual renewal of Complete PE upgrades £236.25</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 completed. P.E. co-ordinator monitors planning and implementation and has delivered staff meeting de-briefs.</p> <p>4 members of staff trained to lead activities on the outdoor area.</p> <p>Disco Dough delivered to SEN groups. Vestibular sensory equipment purchased for movement break and social times.</p> <p>Staff given staff meeting time to plan and implement additional Forest school sessions.</p>	<p>Set up after school fun fit sessions.</p> <p>Staff CPD form to be completed at least 2 x annually through lesson observations of sports coach</p> <p>Staff meeting allocation for CPD needs.</p> <p>Annual renewal of Complete PE upgrades £236.25</p>

	<p>across school– staff to use videos to help share good techniques and practice.</p> <p>PE and Maths co-ordinator to look at merits of active maths in the curriculum.</p> <p>Weekly additional sessions of forest school for targeted SEN children.</p>		Occupational Therapy Pilot used in school to train staff on Fun Fit.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				<b>Percentage of total allocation:</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	17%
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>Additional achievements:</p> <p>To target a greater number of pupils in sports activities across the year by widening the sports offer.</p> <p><u>Impact: Pupils to be offered an increased range of sport activities (across all year groups).</u></p>	<p>Introduction of additional sports clubs to a range of ages.</p> <p>Club for all year groups to be made available across the year by P.E. co-ordinator and coach.</p> <p>Enrichment groups to be implemented across key stage 2, offering additional sport opportunities.</p> <p>Participation in Bikeability sessions</p>	<p>£929 Sports coach</p> <p>£500 equipment for new clubs/ kits and workshops</p> <p>£180 x4 cover costs for teacher to accompany bikeability training</p>	<p>Sporting clubs were offered to each year group. These had full uptake.</p> <p>Each year group participated in sports week events and Parkour events (designed and supported by the sports council).</p> <p>Cricket and Football tournaments were attended, with training sessions given to teams.</p>	<p>To explore new sporting events and clubs to increase participation by offering sporting enrichment groups.</p> <p>Sport council to survey pupils for new experiences to be explored.</p> <p>To increase use of Forest School across year groups.</p>



<p>Re-establish links with Wednesbury Rugby Club</p> <p>Continue with 'Chance to Shine' cricket.</p> <p>Re-book 'bikability' as Sept 2020-1 booking could not go ahead due to restrictions.</p> <p>MUGA to be installed for use by all pupils (to be funded through capital and school budget reserves).</p>	<p>in Year 6.</p> <p>Participation in Rugby sessions through Wednesbury Rugby Club and a rugby festival to coincide with the Rugby World Cup</p> <p>Participation in 'Chance to Shine' cricket (Yr 3-6 workshops and Reception)</p> <p>Whole school participation in a school dance-a-thon.</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>£180 x 2 cover costs for dance-a-thon</p> <p>£600 Forest school equipment and food.</p> <p>Cover for forest training LSA £400</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>Walsall dance festival was attended and a group of pupils performed.</p> <p>Over 20 children participated in bikeability passing level 2.</p> <p>During Jubilee celebrations, children performed a dance to their parents.</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>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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>Seek out increased opportunities for competitive sports opportunities.</p> <p><u>Impact: Increase in pupils participating in competitive sport and having an increased profile across school.</u></p>	<p>To further engage with the Sandwell/Midlands competitive leagues/comps so children have greater opportunities to engage in a wider range of competitive sports post-Covid.</p> <p>To extend opportunities for sporting (competitive) through House competitions within bubbles until post-Povid.</p> <p>To offer competitive sporting opportunities through after school club offer</p> <p>To run 4 sports day events (EYFS, Y1 &amp; 2, Y3 &amp; 4, Y5 &amp; 6)</p>	<p>£50 league fees</p> <p>£400 per day to release</p> <p>£1000 allocated for coach fees.</p>	<p>Sporting clubs were offered to each year group. These had full uptake.</p> <p>Cricknet and Football tournaments were attended, with training sessions given to teams.</p> <p>Walsall dance festival was attended and a group of pupils performed.</p> <p>Sports week completed and all children participated.</p> <p>Exploration days included several sporting activities (dance, team sports, forest).</p>	<p>To explore new sporting events and clubs to increase participation by offering sporting enrichment groups.</p> <p>Sport council to survey pupils for new experiences to be explored.</p>

- Percentages exceed 100% when each area is added together, this is because the spend on the above plan exceeds the Sports Premium Allocation and will come from the school budget.

Signed off by

Head Teacher:	T Boddington
Date:	27.09.22
Subject Leader:	N.Johnson
Date:	27.09.22
Governor:	S.Trotman
Date:	27.09.22