

# 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 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](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.

Total amount carried over from 2020/21	£ 19610.00
Total amount allocated for 2021/22	£ 19,927.22
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1000.00
Total amount allocated for 2022/23 ( <b>Allocation to be confirmed in Autumn 22</b> )	
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 18,931.97

## Swimming Data

Please report on your Swimming Data below.

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. <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>	
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. Please see note above	40%
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	78%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	35%

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?	Yes/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: 2021/22	Total fund allocated: £ 19,927.22	Date Updated: 18.07.22		
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: 67.06%
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:
To ensure pupils are active at breaks and lunch times to help reduce the risk of obesity and inactivity.	PE Lead to fully embed daily exercise challenges and initiatives for children to complete at breaktimes and lunchtimes.	N/A	Through pupil voice, children explained the difference to the playground with organised team games such as football, netball, dodgeball and netball. Non-invasive physical activity equipment such as 4 in a row, hopscotch and the ‘square game’ were articulated by children (see pupil voice).	Children to continue using new equipment and rotas leading to active break and lunch times.  To continually review termly on playground developments to enhance active break and lunch times, using the Youth Sports Trust heat map as a guide.
To ensure extra-curricular activities are varied so that all pupils have the opportunity to enjoy and engage in physical activity outside of the school day.	To implement after-school clubs through HLTA’s, Sports Coach and Teacher strengths e.g. hockey.  Organise and offer a range of after school sports and fitness clubs.	£16,890 (within)	Pupils now know there is a range of after-school clubs providing a variety of sports such as MMA; archery; dance and yoga.	Continue offering a range of after-school activities. Look into creating sport specific teams e.g., football team for boys and girls.

<p>To ensure pupils are building good, healthy habits at school and at home that will carry them into their future lives.</p> <p>Parents being aware of how to support their child in being active will ensure our pupils are fit and healthy citizens.</p>	<p>Fully embed daily exercise challenges for children to complete at breaktimes and lunchtimes.</p> <p>To buy and increase the amount and range of sports equipment for break time and lunch time use.</p> <p>PE Lead to organise with sports coach and oversee lunchtime activities, including competitive sports.</p> <p>To use the Commonwealth Games as a tool for understanding the importance of remaining fit and healthy. To create a homework project centred on this.</p>	<p>N/A</p> <p>£1866.72 (within)</p>	<p>Daily exercise challenges have been implemented in each class through 'physical activity weekly targets. Children complete this voluntarily as this is a 'habit' rather than a choice. Children are aware of this initiative from pupil voice and child demonstrations in classes.</p> <p>Sports coach organises team-orientated games at lunch times. Children participating more in lunch time sports</p> <p>School Games Sports Day Letter Commonwealth Games Project These enabled parents to support their children in celebrating being active, healthy and competitive in sport.</p>	<p>Continue the implementation of daily / weekly physical activity targets. Share a range of exercises with staff in Autumn term to ensure a range of targets and activities are completed.</p> <p>Continue lunch-time provision using high-quality trained staff.</p> <p>Compose further projects such as a health tracker journal. Buy pedometers for children to see their daily steps / activity.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>87.47%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></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:	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:
To ensure pupils are building good, healthy habits at school and at home that will carry them into their future lives.	Fully embed daily exercise challenges for children to complete at breaktimes and lunchtimes.	N/A	Evidence of impact can be seen from 'STEM week' which was centred on the theme of growth e.g., Y5 and Y6 completed fitness tasks and designed their own 3D playgrounds. Physical activity weekly targets have been introduced to each class as stated in key indicator 1.	Children are now more aware of the benefits of daily exercise and can see how this benefits their daily lives.  Continue with STEM week including a PESSPA focus.  Children to have home health tracker journals.
To achieve a School Games Mark 22	To organise and adapt provision to ensure a School Games mark. To register with the School Games. Meet with School Games Organiser.	N/A	Achieved a Silver School Games award.	Profile of PESSPA has been raised and staff and children are more aware of school games. Achieve gold award next year.
To ensure the curriculum and extra-curricular activities are varied so that all pupils have the opportunity to enjoy and engage in physical activity both in and outside of PE lessons.	Organise a range of after school sports and fitness clubs. To adapt PE Curriculum Overview	£16,890 (within)	PE Curriculum Overview was adapted and sequenced to ensure progression termly and year on year e.g. cricket, tennis, net games for striking and fielding. The impact this has is children's progression of skills are clearer.	Continue offering a broad range of activities and after-school clubs.  Provide further targeted provision for those least inactive.
To support and develop pupils'				Continue to use GetSet4PE as a



<p>fundamental movement skills so they can progress and be successful throughout their Physical Education.</p> <p>All staff demonstrate an exemplary example to pupils by role modelling being active during PE lessons, breaktimes, lunchtimes and around school and suggesting activities and games for children to play.</p>	<p>Continue to purchase the correct equipment for the Get Set 4 PE scheme.</p> <p>Adapt subject overviews</p> <p>Increase the amount and range of sports equipment for break time and lunch time use.</p> <p>PE Lead and sports coach to organise and oversee lunchtime activities, including competitive sports.</p> <p>Provide staff guidance/CPD on being good role models for being physically active.</p>	<p>£16,890 (within)</p> <p>N/A</p>	<p>(See above)</p> <p>(See indicator 1)</p> <p>PE Lead has modelled PE lessons through CPD. PE lead has shared what high-quality PE looks like including intent and implementation statements and what that looks like in practice. The impact this has had is the provision of PE has improved with an inclusive and active focus including a high-level of progression of skills.</p>	<p>guide to our PE curriculum.</p> <p>PE equipment to continue to be purchased for the specific unit. Monitor the use of equipment.</p> <p>Provision of PE will improve. PE Lead to continue CPD and updates with regards to PESSPA.</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:
				24.01%
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:
A PE scheme that provides a guide to the PE curriculum offer which comes with a clear, progression of skills and subject knowledge for teachers will support their understanding, delivery and assessment of PE, thus ensuring a high-quality PE curriculum.	Continue with subscription of online PE scheme – GetSet4PE	£707 for subscription	GetSet4PE enables lesson objectives, whole-child objectives and progression of skills in each lesson for teachers. This enables children to progress and receive high quality PE. Teachers feel comfortable with using this as a guide and children have a variety of challenge and scaffold.	Continue to use GetSet4PE as a guide to our PE curriculum.
Big Pictures and Can You Stills to complement the PE curriculum	PE Lead to design big pictures including progression of skills, virtues to align to our school vision and whole-child objectives in each unit. PE Lead to design can you stills to enable children to recall key skills from previous years and those missed from COVID.	N/A	Children are aware of the steps or progress and objectives they need to be successful in a unit of PE. They recall and practise skills learnt from previous learning to implement in their current PE unit, which provides sticky learning.	Monitor and observe the embedding of PE Big Pictures and Can You Stills.
A well-resourced PE department that is in line with the GetSet4PE scheme to ensure teachers are supported in their delivery of PE/Sport lessons, and ensuring physical activity is	Continue to purchase the correct equipment for the Get Set 4 PE scheme.	£1866.72 - javelin, football, target nets, bibs, cones, dodgeballs,	The use of new equipment has enhanced the quality of provision in PESSPA.	To evaluate, monitor and purchase new equipment.

<p>embedded throughout the school.</p> <p>Purchase School Games Sports Day equipment.</p> <p>A PE lead will ensure quality monitoring and CPD for staff, thus impacting on the quality of PE/sports lessons and learning taking place.</p>	<p>PE Lead to monitor and support teachers in PE and sport.</p> <p>CPD for staff to increase PE subject knowledge and skill set.</p>	<p>handballs, cricket sets, tennis balls, pump.</p> <p>N/A</p>	<p>PE Lead observed high quality teaching and learning in PE and feedback was provided to continue developing new strategies for challenge and scaffold.</p>	<p>PE Lead to continue updating staff on PESSPA and providing up to date CPD.</p> <p>PE Lead to source external courses to enhance subject knowledge for staff.</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:

8.92%

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>Select a range of sports and physical activities from the GetSet4PE scheme, and via extra-curricular activities, will ensure that pupils are introduced to a variety of new skills and experiences, thus developing their understanding and engagement in physical activity.</p>	<p>Through the GetSet4PE scheme, select units for PE lessons that would introduce children to new sports and physical activities, such as fitness and athletics.</p> <p>Organise a range of after school sports clubs eg martial arts, boxing, archery, yoga and dance.</p>	<p>£707 for subscription</p>	<p>Children use transferable skills from invasion games such as football into new to Nishkam sports such as handball e.g, the principles of attacking and defending. This was seen through observations and monitoring. Broad and balanced after-school club provision provides a variety of choice enhancing new skills and experiences.</p>	<p>Continue adapting and evaluating new sports to offer children new experiences.</p> <p>Look into 'experience' and enrichment opportunities.</p>

After-school care to be provided with physical activity and sport equipment.	PE lead to organise equipment for after-school care.	£1866.72 (within)	Equipment has enabled after-school care children to be active and participate in sporting activities.	Continue to purchase relevant equipment to enhance the physical activity offer.
The Commonwealth Games project and assembly to widen children's understanding of various sports and events.	PE Lead to organise class assembly. PE Lead to organise resources for each year group. PE Lead to link the School Games Day to the Commonwealth Games. PE Lead to organise homework project. PE Lead to engage parents with the Commonwealth Games	N/A	Children completed homework projects on the Commonwealth Games, which got children talking and discussing the events, nations and athletes. Children also had class assemblies based on the Commonwealth Games and linked the skills and virtues to their own School Games Day.	Continue to link world sporting events to PESSPA e.g. The World Cup.

**Key indicator 5: Increased participation in competitive sport**

Percentage of total allocation:

67.06%

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:
PE Lead will ensure that pupils access quality, competitive activities during PE lessons, lunchtimes and after school clubs.  To ensure there are competitive sports being taught at the end of PE units matching the School Games format.	Employ a sports coach at lunchtimes and for after school care.  PE Lead to introduce school games format for certain year groups.  PE Lead to organise and oversee competitive activities at lunchtimes and after school.	£16,890 (within)  £1866.72 (within)	The number of children participating in competitive activities has increased as this was not an offer previously.  The school games format ensured Year 2, 3, 4 and 5 competed in school games formats (see resource and scoring sheets)	To identify new target groups who could participate in competitive activities.  To fully embed through a CPD the School Games and ensure teachers where appropriate, use the School Games formats as a finale of a PE Unit.

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<p>The school will develop links to other school communities / companies – pupils will see sports enjoyed by other children and thus raise the profile.</p>	<p>PE Lead to organise in-school sports competitions (e.g., Sports Day, School Games competitions and Enrichment Days).</p>	<p>N/A</p>	<p>The school developed links with another school, where the school came and participated in physical activities. Links to KES Handsworth, Nishkam High School, ECB were further links made which had an impact on our children, broadening their experiences beyond our own school.</p>	<p>To develop further links with communities and companies to enhance the PESSPA provision, ensuring this broadens the children's experiences.</p>
<p>To reward the winning house on School Games Sports Day and those for Swimming who completed 25m.</p>	<p>PE Lead to purchase medals for the winning house and 'virtues award' for those showing leadership, courage, and determination matching our school ethos of being virtues-led.</p>	<p>£104.00</p> <p>£71.25</p>	<p>Pupils received medals and virtues award after school games sports day demonstrating the competitive element to our curriculum and enrichment offer.</p>	<p>PE Lead to organise sporting events and competitions against other schools, aligning to the School Games programme.</p> <p>Continue purchasing 'rewards' for winners, including those that win at the end of PE units.</p>

Signed off by	
Head Teacher:	Gurpreet Kaur
Date:	30 <sup>th</sup> July 2021

Subject Leader:	Andy Reeson
Date:	18.07.22
Governor:	
Date:	