

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£19,210
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23 (Allocation to be confirmed in Autumn 22)	£tbc
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£tbc

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 2021.</p> <p>Please see note above</p>	60%
<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>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<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

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: £19210		Date Updated: July 2022		
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: 48% (£9146)	
Intent	Implementation		Impact	Sustainability and suggested next steps:		
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?:		
To coach upper KS2 pupils into play leaders to further extend lunch and break time activity To introduce new fitness playground markings to encourage active breaktimes. New Forest School equipment to further enhance the quality of outdoor education in school. New PE equipment to further enhance the quality of PE provision in school.	PLPS coaches to train ‘young leaders’ to competently set up and lead playtime games. New playground markings. PL to research fitness trails. PL to order Forest School equipment to enhance our outdoor education offer. PL to order PE equipment to further enhance our PE offer.		£9146	PLPS coaches PLPS coaches have worked with pupils during lunchtimes to engage in sports activities. Year 6 pupils were trained to work with younger pupils alongside the coaches. The impact of this has been more engagement in structured play/sport during lunch time, in addition behaviour has improved. New playground markings. This has defined play spaces providing suitable segregation for sport and games. This has provided structure and better monitoring during break, lunch time and after school activities. Forest School Equipment Equipment was purchased; however, the Forest school lead is		PLPS coaches In order to make this sustainable for a longer period of time, it would be beneficial to train the Year 5 pupils and have this as a rolling programme. New playground markings. Continue to develop and enhance existing provision by adding further equipment for children to engage to improve their activity and fitness. Forest School Equipment Look into Forest School training for a member of staff in order to

			no longer at school. Outdoor learning continued, however cannot be badged as Forest School. PE equipment Additional PE equipment has provided suitable resources for teachers to use during PE lessons as curriculum requirements. This has improved the quality of PE lessons	continue the outdoor provision. PE equipment As the school is now at full capacity (52 children in 2014 to 416 in 2022), continue to invest in suitable equipment for older children ensuring there is a full complement of resources.
--	--	--	---	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £936/ 5%
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:
Promotion of PE and School sport to parents and the local community once every half term. Create more links with the wider sports community including Wolverhampton Wanderers and Staffordshire cricket. Increased opportunities for competitive sport and reporting of these events through social media, the school communication app and newsletter.	PE lead to provide communications with parents on clubs, opportunities and competitive sport. Continued partnership Premier League Stars (PLPS) with Wolverhampton Wanderers. PE lead to provide communications with parents on clubs, opportunities and competitive sport.	£936	Communications Newsletters, letters, social media and emails have been used to communicate with parents. There has been a positive uptake with all clubs offered being full. Wolverhampton Wanderers and Staffordshire cricket. Wolverhampton Wanderers have provided engagement throughout the whole academic year. Cricket is being offered during the summer holidays. The impact has been high quality provision, staff trained, and children informed of the health benefits of sport and healthy living.	Communications To have a designated section on the Newsletter for promoting sports to parents. Wolverhampton Wanderers and Staffordshire cricket. Continue with the partnership and further enhance the provision by increasing time for after school clubs offered by the Wolves Foundation.

			There has been a 100% increase in competitive sports.	
--	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£2847/ 14%
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:
High quality of PE teaching in all areas of the school. Shared best practice and training opportunities. Teachers to team teach alongside professional coaches. CPD teaching resources provided to staff. Wide range of sports and skills covered.	PLPS to work alongside teaching staff in year groups to increase confidence, knowledge and skills. Timetable PLPS for whole school CPD CPD sessions dedicated to sharing of best practice Teachers to offer ASC daily to children in year groups 1-6 x1 per week.	£2847	PLPS There has been a positive impact with work carried out with new staff, in particular, with ECT's. As a result, new staff are more confident in delivery of high quality PE lessons. PLPS have also been involved in delivering sessions to children in class for health and fitness which teacher's have also been part of in order to reinforce the key messages.	PLPS Continue the provision, rotate PLPS with different year groups, ensure training of new staff is provided.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£4345 /23%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Continue to offer after school sports clubs to children in all year groups.</p> <p>Increase the number of opportunities for children to partake in physical activity during break times.</p>	<p>ATs to offer ASC daily to children in year groups 1-6 x3 per week.</p> <p>PLPS coaches to train 'young leaders' to competently set up and lead playtime games.</p>	<p>£4345</p>	<p>Sports Clubs & Playtime games Additional member of staff (coach) taken on for lunch and after school activities. The impact of this has been positive with many children partaking in structured sports.</p> <p>Additional Associate Teacher who specialises as a Play Lead facilitates a range of play based activities during break and lunchtime. This has been highly effective, and she has provided training to other AT's as well as to lunchtime supervisors.</p>	<p>Sports Clubs & Playtime games Continue with the training and development of staff. Ensure staff timetables include structured outside activities.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: £1936/10%	
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>Increase the volume of competitive sport for more year groups through our partnerships with WWFC PLPS and WASPS.</p> <p>Embed intra school competition so that pupils are exposed to regular competition.</p> <p>Sports day to remain a competitive high-profile event. Teachers and children to be placed into teams prior to the event to build the profile.</p> <p>Additional swimming lessons for Y6 children who are unable to swim 25m.</p>	<p>PL to use the WASPS and PLPS calendar to organise a school competitive timetable for 2021-2022 (Covid-19 depending).</p> <p>Children to be identified during Spring term. Extra sessions to take place during the summer term.</p>	£1936	<p>Competitive Sports</p> <p>There has been a 100% increase in competitive sports this year with participation in various fixtures such as football, athletics, cricket etc. This has included both genders, abilities and also SEND children. The school has appointed an additional member of staff to manage fixtures and train the children in preparation.</p>	<p>Competitive Sports</p> <p>Pre-book and plan the fixtures for the year. In addition, further supplement competitive sports with local schools in walking distance from the school. Sports Coach has been employed for lunchtime and after school sports provision.</p>

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:
---	--

The school is working towards a Bronze or Silver School Games Mark.

Engagement of all pupils in regular physical activity:

All pupils are provided 2 hours of PE per week (curriculum time). Curricular provision both during and after school has increased significantly. The school survey demonstrates very high participation in physical activity. The school shows a positive approach to ensuring all pupils are regularly active.

The profile of PE and Sport being raised across the school as a tool for whole school improvement

The volume of physical activity and sports opportunities has significantly increased. The school had success winning our first football tournament. The school has invested heavily in sport with the MUGA being built at a cost of approximately £50k.

Increased confidence, knowledge and skills of all staff in teaching PE and Sport

Teaching of PE now entirely sits with the teachers and not sports coaches. The CSHO works with every class over the course of the year offering both support and training for staff. The school continues to work closely with outside agencies such as Premier League Primary Stars for staff development.

Broader experience of a range of sports and activities offered to all pupils

In total we have 175 children in free after school clubs. 53 children (approximately a quarter of the eligible children) partake in a free lunch time club. With 296 children in the school we are ensuring a large proportion of the school have broad and quality sports experience. We believe we are also the only school in the West Midlands offering a parkour club.

Increased participation in competitive sport

The school has begun to take part in both intra and inter competitions with the school winning its first football tournament last year.

Ofsted recognition

'Pupils appreciate the range of exciting activities they are offered at school. They talk with enthusiasm about clubs such as sitar, wrestling and 'Parkour'.

To Gain the Bronze or silver level games mark

Utilise external support for CPD efficiently with staff sharing best practice

Increase the volume of competitive sport for more year groups

To monitor and improve confidence, knowledge and skills of all staff in teaching PE and Sport through audits and training.

Audit of children and their physical activity

To coach upper KS2 children into 'play leaders'

'The new curriculum has been embedded in subjects such as history and physical education (PE).'

'Leaders need to ensure that the significant success they have achieved in implementing the improved curriculum in subjects such as history and PE is mirrored across other foundation subjects.'

Did you carry forward an underspend from 2020-21 academic year into the current academic year? NO

Created by:  association for
**Physical
Education**  **YOUTH
SPORT
TRUST**

Supported by:   **SPORT
ENGLAND**  **Active
Partnerships**
From a network of organisations