



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

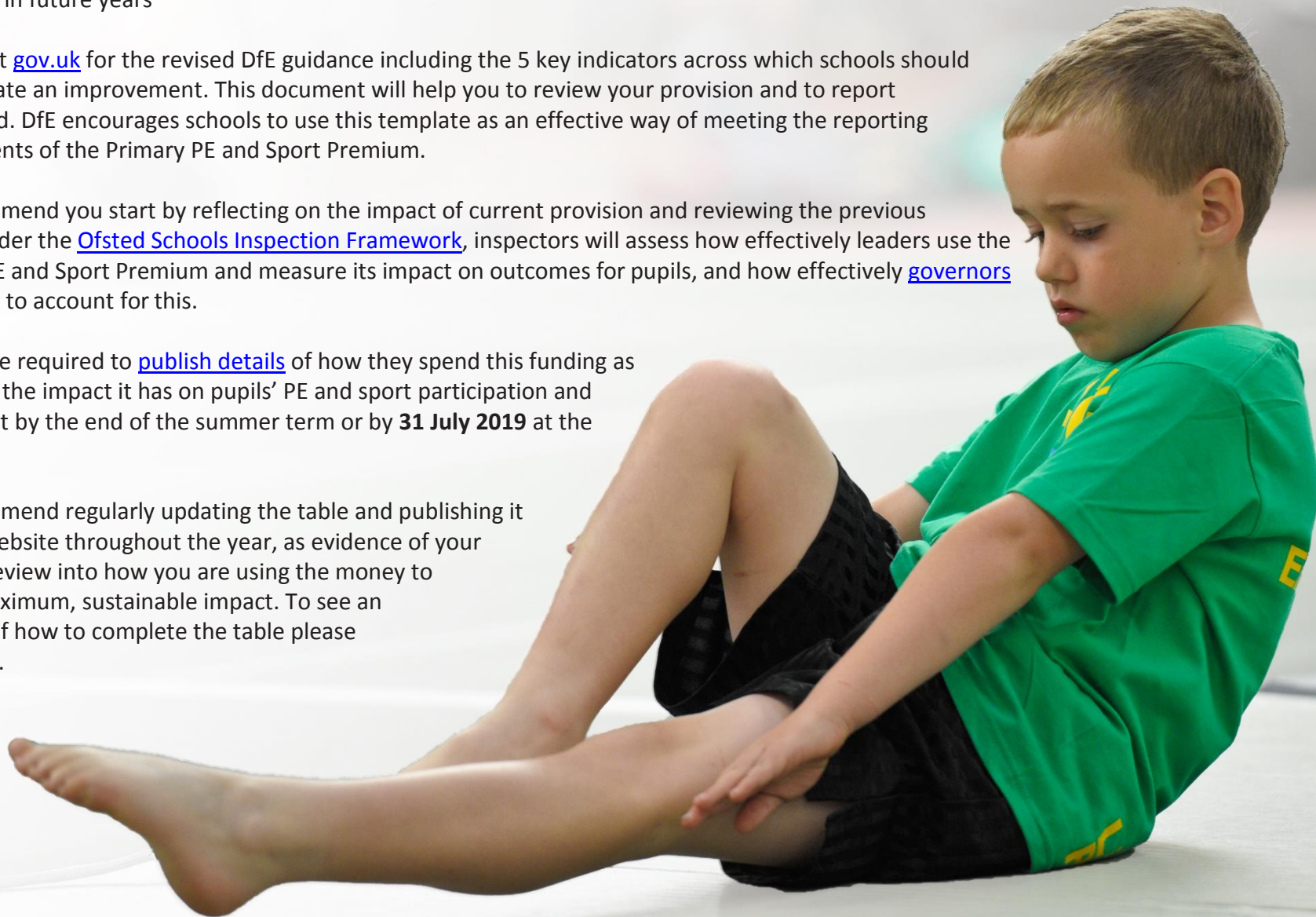
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Baseline Sept 18

Mid-year March 19

End of year July 19

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Involvement of girls in sports clubs is increasing. Continued with a girls-only football club and introduced a girls-only jujitsu club. Both were oversubscribed. Popular rounders club.</p> <p>Wide range of sports clubs offered before and after school. These remain free to ensure there are no financial barriers to participation. Broadened again this year to include dodgeball, jujitsu, girls' football, boys' football, badminton, netball, table tennis and basketball. All clubs are full. Added cricket, rounders and multi-skills.</p> <p>Good track record of participation at interschool competitions. Y3 athletics, Y5/6 tennis, Y5/6 athletics</p> <p>P.E. and sport have a high profile within school. All year groups have 2 hours of P.E. on their timetable every week. The 2 hours are now blocked together. Teacher feedback shows that less time is wasted getting changed and more time is spent active. Whole-school event took place in December with a visit from Team GB athlete Feron Sayers. This has created a buzz around sport in school which was reinforced in February when Feron Sayers won a gold medal. We had a high-profile, whole-school sports week. This included 8 sports days, 4 family taster sessions and a Secret Sports Stars display.</p> <p>Good links made with Change for Life and Health for Life initiatives, as well as the PSHE curriculum to ensure that children are empowered to make healthy choices including diet and physical activity. Worked with the Health for Life initiative to provide playtime and lunch time equipment boxes for all year groups. More structured activity and fewer behaviour incidents.</p> <p>Excellent range of equipment available for most sports. Particularly hockey, badminton and table tennis. Audit of equipment written and shared with staff to raise awareness of the range of equipment and to maximise its use. Made this</p>	<p>National Child Measurement Programme results showed the proportion of overweight Year 6 children at Blakesley Hall continues to be higher than the national average. Targeted provision for the least active. Least active children taken to the KS1 and KS2 skills for life festivals at Birmingham City University in October. Partnered with Health for Life to introduce sustainable change.</p> <p>Swimming outcomes last year were poor (10% confident over 25 metres and 0% safe rescue). CJ covered to be able to observe swimming lessons. Currently in discussions with pool about improvements for next year All of years 3 and 5 have gone swimming for a term. All of Y1 have gone swimming for a term to encourage them before fear of the water or body confidence issues set in. Hosted a successful family swimming event at Stechford pool on Saturday 7th July in collaboration with 2 other schools.</p> <p>Very few opportunities for KS1 children to make good progress in P.E., experience extracurricular sport and develop active habits. More appropriate equipment purchased including koosh balls, size 3 footballs, balloons and a batting tee. All KS1 children have experienced extra-curricular sport this year through trips to the Y1 and Y2 multi-skills festivals.</p> <p>Very few opportunities for SEND children to make good progress in P.E., experience extracurricular sport and develop active habits. More appropriate equipment purchased including floor basketball hoops, table cricket, polybat and a batting tee. 7 SEND children including wheelchair users participated in competitive sport at the Birmingham Panathlon. Another 8 SEND children participated in an athletics competition. 4 children with EHCPs participated in the KS1 multi-skills festival. CJ has received training in supporting those with physical difficulties and has therefore been supporting wheelchair users to access gymnastics lessons. SEND team qualified for the Summer Games Finals in Boccia and Kurling. We represented the central Birmingham area.</p>

<p>equipment available to families during taster sessions in sports week.</p> <p>Strong pupil leadership through Y6 play leaders. Continued with Y6 play leaders and introduced Y5 skills challenge leaders. Used young leaders throughout sports week..</p> <p>Most able pupils in P.E. are identified on the most able register. 27 most able pupils were taken on a special trip to rehearse at the hippodrome dance studios, watch a dance interpretation of Hansel and Gretel, and meet the professional dancers afterwards. 8 most able pupils were also taken to the YONEX Badminton Championship Trophy Tour. Sports Person of the Year winners were presented with cricket bats during an end of year sports assembly.</p>	<p>Staff confidence planning and delivering P.E. is low in dance, OAA and differentiation. CJ delivered the first INSET of the year, focussed on differentiation in P.E. using the STEP principle. All staff have planned and delivered dance alongside a professional from DanceXchange this year. All staff have planned and taught basketball, football, tennis, rounders and OAA (Y5/6) alongside a professional sports coach. Huge increase in the quality of the teaching, the quality of the children's performance, and staff confidence.</p> <p>P.E. and school sport not explicitly linked to whole-school improvement priorities. Sports coach running EYFS interventions for children not meeting the physical early learning goal. Sports coach running a break time sports club as a reward for excellent behaviour in Y6. Children with poor attendance or punctuality given priority places in morning clubs. Parental engagement through P.E. has been a big focus. Every year group has done a dance performance for parents. Discussions have begun about ensuring that building character, personal development and social skills are at the heart of the P.E. curriculum next year.</p>
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	11%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	8%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	11%
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?	Yes/ 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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £21,350		Date Updated: 11/03/19	
Key indicator 1: 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					Percentage of total allocation:
					20% (£4455)
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
More opportunities for KS1 children to make good progress in P.E., experience extracurricular sport and develop active habits.	Purchase more appropriate equipment for KS1 P.E. lessons. Identify more opportunities for KS1 pupils to experienced extra-curricular sport .	Cover for CJ to attend training, take pupils to key events and run sports week £200 x 10	We have purchased koosh balls (easier to catch and don't roll away when dropped), size 3 footballs, balloons, mini tennis balls and a batting tee. Pupils report more enjoyment of lessons. Teachers report increased success developing key skills such as throwing, catching and striking.	Label spare kit and collect in after each lesson to ensure that it is available for years to come. All new equipment to be added to the inventory so staff know where it is and how to use it. Particular focus on showing staff the batting tee and table cricket. Lunch time supervisors trained to support play leaders and skills challenge leaders to ensure that active break and lunch times are embedded. Continue to build on the	
More opportunities for SEND children to make good progress in P.E., experience extracurricular sport and develop active habits.	Purchase more appropriate equipment for SEND pupils (particularly wheelchair users) to use during P.E. lessons. Identify more opportunities for SEND pupils to experienced extra-curricular sport.	Transport to key events £140 x 10 SEND equipment	All Y1 and Y2 pupils attended the KS1 multi-skills festivals in March. We have purchased floor basketball hoops, table cricket, polybat and a batting tee. Pupils report more enjoyment of lessons. Teachers report greater confidence differentiating for wheelchair users.		
	Training needed in how to differentiate for those with physical difficulties inc. cerebral palsy and wheelchair users.	£300	7 SEND children including wheelchair users participated in competitive sport at the Birmingham Panathlon. Another 8 SEND children participated in an athletics competition. 4 children with EHCPs participated in the KS1 multi-skills festival.		
Increase activity levels of the children identified as least active.	Identify the least active children and identify opportunities to engage them in extracurricular sporting opportunities.	KS1 equipment £320			

Increase opportunities for structured, active play at break times and lunch times	Purchase spare P.E. kit including spare footwear so that all pupils participate in every P.E. lesson.	Spare P.E. kit inc footwear. £400	CJ has received full day training in supporting those with physical difficulties (24/10/18) and has therefore been supporting wheelchair users to access gymnastics lessons.	success of SEND sport next year.
	Continue play leaders and introduce skills challenge leaders to facilitate active lunch times. Introduce play time and lunch time equipment boxes.	Play leader badges £35	Our SEND team qualified for the Summer Games Finals in Boccia and Kurling. We represented the central Birmingham area. Least active children taken to the KS1 and KS2 skills for life festivals at Birmingham City University in October. 16 play leaders and 12 skills challenge leaders trained. They've supported Y1-4 during play and lunch. They also facilitated sports week exceptionally well which was commented on by staff and parents.	More needs to be done to tackle obesity.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6% (£1105)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the profile of sport across school. Ensure that sport is explicitly linked to whole-school priorities such as parental engagement and attendance.	Bring in high profile sports person to inspire all pupils. Use playtime sports clubs as an incentive so support behaviour management in KS2. Identify EYFS pupils struggling with fine and gross motor skills. Run multi-skill intervention sessions. Children with poor attendance or	Sports Plus coach running fine and gross motor skill interventions and behaviour reward clubs 2 mornings per week for full year £1000	Registers from dance workshops show high levels of parental attendance. Strong progress from EYFS children Lots of excitement generated by the Feron Sayers visit. Every child in school look part in circuits. The experience was reinforced when Feron won a gold medal in February. Parental workshops in badminton, table	Continue to track Feron Sayer's progress and share his successes with the children to continue to remind them they have trained with a professional athlete. Teachers to continue to run dance performances at the end of their dance unit each year based on

	<p>punctuality given priority places in morning clubs.</p> <p>Invite parents to a final performance at the end of each year group's dance unit.</p> <p>Run a high-profile sports week including family taster sessions, sports days, awards, competitions and prizes.</p> <p>Make links to high profile sports events this year such as the women's football world cup, women's netball world cup and men's cricket world cup.</p> <p>Family swimming day at Stechford Leisure Centre.</p>	<p>Hiring Stechford Leisure Centre Pool for 2 hours</p> <p>£60</p> <p>Certificates, stickers and prizes for sports week</p> <p>£45</p>	<p>tennis, dance and multi-skills were all extremely well attended during sports week with lots of parental requests for these to continue every week.</p> <p>Full capacity attendance at the family swimming day. Excellent feedback. Some families signed up to year-round swimming lessons during the event.</p>	<p>the CPD from dancexchange.</p> <p>Capatalise on parental interest by running some weekly parent and child after school clubs next year.</p> <p>Increase the frequency of family swimming events to termly. Offer women & child only time.</p>
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47% (£10000)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staff CPD needed with a particular focus on dance, OAA and differentiation. This will increase the quality of teaching pupils receive and therefore increase pupils progress, achievement and enjoyment of P.E. lessons.	<p>CJ to deliver INSET focussed on differentiation in P.E.</p> <p>Bring in professional dance teacher to plan and deliver dance lessons alongside staff.</p> <p>Bring in professional sports coach to plan and deliver basketball, football, tennis, rounders and OAA (Y5/6).</p>	<p>Professional dance teacher ½ day per week for full year</p> <p>£3000</p> <p>Sports Plus coach alongside staff 4</p>	<p>CJ delivered the first INSET of the year focussed on using the STEP principle. Questionnaire given out at the end of the session shows increased understanding of how to differentiate in P.E.</p> <p>All staff have planned and delivered dance alongside a professional from DanceXchange this year. Huge increase in the quality of the teaching, the quality of</p>	<p>DanceXchange to produce a resource for teachers to refer to in future years so that the CPD is not lost.</p> <p>Sports plus planning to be saved on staffshare for future years.</p>

		<p>afternoons for week for full year</p> <p>£7000</p>	<p>the children's performance, and staff confidence.</p> <p>All staff have planned and taught basketball, football, tennis, rounders and OAA (Y5/6) alongside a professional sports coach. Huge increase in the quality of the teaching, the quality of the children's performance, and staff confidence</p>	<p>Staff confidence in different areas to continue to be audited at the start of each year.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				<p>Percentage of total allocation:</p> <p>15% (£3200)</p>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure pupils have the opportunity to experience a wide range of sports including team sports and individual sports, racket sports and ball sports, contact sports and non-contact sports.	<p>Introduce jujitsu, badminton and rounders clubs.</p> <p>Continue to run girls football, boys football, netball, cricket, dodgeball, table tennis and basketball.</p> <p>Remap curriculum to ensure a balance of individual physical activity, team sports, racket sports and ball sports in every year group.</p>	<p>Sports Plus coach after school clubs 4 days per week for full year</p> <p>£2000</p> <p>Equipment (inc. netball posts, jujitsu strike pads and agility ladders)</p> <p>£200</p> <p>Teachers overtime to run additional clubs</p> <p>£1000</p>	<p>13 different sports clubs run this year.</p> <p>All sports clubs full.</p> <p>All year groups and genders represented.</p> <p>Every year group has covered individual physical activities, team sports, racket sports and ball sports due to a balanced curriculum.</p> <p>This year the children have had access to jujitsu, badminton, rounders, football, netball, cricket, dodgeball, table tennis, basketball and multi-skills through clubs. Plus athletics, panathlon, bocchia, kurling and archery through competitions.</p>	<p>Continue to update equipment audit.</p> <p>Swimming club?</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12% (£2600)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure we have access to regular, well-organised interschool competitions.	Subscribe to Tier 2 of the central sports partnership.	£2600	<p>Over 300 children from Blakesley hall have attended 13 central sports partnership events this year at no additional cost.</p> <p>Regular CPD for P.E. lead including support to audit provision and apply for school games mark.</p> <p>Achieved a silver sports mark from the Youth Sport Trust.</p>	<p>Subscribe to Tier 3 next year to ensure access for more pupils.</p> <p>Leading on a new collaboration between local schools where each school organises and hosts one annual competition.</p>

Miss C. Jones P.E. Lead 2018/19