



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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 **31st July 2020** at the latest.

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 2020. 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.

Baseline Sept 19

Mid-March 20

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>A large number of pupils across both Key Stage One and Two are taking part in after school PE clubs. These clubs consist of a range of activities. Clubs continue to be free to enable access to all. Clubs have continued and turnout is high. Where places are available, children have been encouraged to attend.</p> <p>All year groups have 2 hours of PE a week. The increase in sporting activities throughout lunch and after school have enabled some pupils to gain more specialist sports teaching beyond the 2 hours – however this is very limited.</p> <p>Sports council places have been allocated to pupils to help further develop progress of sport across the school and to allow children to have a voice.</p> <p>Increase in the number of girls taking part in sport. This has continued in competitive competitions and has enabled greater confidence and development. The mixed teams have been very positive.</p> <p>A number of pupils have taken part in school competitions. Competitions have continued into March, but we have been limited in the events we can attend due to transport cost.</p> <p>Play leaders have been trained to help with playtime behaviour and to provide sport for children during break times. Play leaders are regularly promoting sport during their lunchtime and we have started to provide them with rewards and recognised their contribution.</p> <p>Reception have started the daily mile. Reception children are doing this on a daily basis and are actively asking to do the walk around the playground.</p> <p>Dance teacher provides specialist teaching for all year groups. Year Two have benefited massively from this and have made huge progress. More year groups have made progress in dance and have responded well to the teacher as a result of her</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. Assessment through bleep test was carried out to assess the fitness of various individuals. There has also been a good response by pupils to after school sport and competitive sport.</p> <p>Swimming outcomes were still poor last year. It is important that more swimming opportunities are made available. It has been difficult to improve the regularity of swimming and increasing access to more year groups. Both year three and five attended swimming.</p> <p>Extra-curricular sporting opportunities are limited for children with SEND. Organised event was postponed due to Covid-19. There has been a willingness by other sporting companies to make their sports more accessible. Warwickshire cricket have promoted this, and discussions have taken place with other schools to allow them the opportunity to compete. Getting staff numbers to support continues to be difficult.</p> <p>Opportunities for key stage one competitive sport continues to be limited. Arrangements between other schools had been made and all pupils from year one and two attended the multi-skills festival. Reception are also taking part in the daily mile consistently. Staff to pupil ratio for KS1 makes outside school competitions difficult.</p> <p>Staff knowledge of how to plan and teach P.E and the importance of P.E remains limited. Explored various CPD's. A number are restricted in what they provide, and greater research needs to be conducted. Price is also a factor.</p> <p>Whole school (including participation of parents) remains restricted. Parent to school sessions did take place but parent turnout was low. Regularly updated parents through the newsletter of what sporting competitions have been taking place.</p>

Created by:



Supported by:



<p>teaching previously.</p> <p>A range of sporting equipment available. This has allowed sporting activities to become easier as equipment is more readily available.</p> <p>Multi skills festival for year groups 1, 2 and 3. All children took part in the festival at no additional cost.</p> <p>Created links with British cycling and active well-being society and this will hopefully continue to build as the year progresses. A street closure took place and allowed greater parent child involvement.</p>	<p>Costs of coaches and transport is preventing involvement in more competitions. A minibus would help with this and would prove more financially helpful in the mid to long term. Issues with initial costs and drivers.</p> <p>The effects of Covid-19 have seriously hindered sport participation. Sporting events and competitions, including sports day, have been cancelled. Children and parents have been encouraged to sign up to Central Sports challenges and the dance Xchange videos – however participation remains low and a number of pupils will have been unable to participate in any sport or exercise during this period. This is a major concern short term and long term. Writing in red consists of intended targets that have been unachievable due to the global pandemic.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	14%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	9%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	14%
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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £21,380	Date Updated: 9/7/2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				3.5% (£750)
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?:
Ensure two-hour PE sessions are maintained and that all children are participating.	Make sure children have the necessary equipment to participate in PE.	Cover for LM to attend training. £200 x 3	Timetable allocates a two-hour period for every year group for PE. There is also additional PE kit for those children who forget.	Send constant reminders to parents on the importance of PE and the kit expectations.
Greater involvement in physical activity for KS1.	Make sure children are involved in the lessons. Teachers must support and encourage them if this is not the case.		Various emails have been passed through other schools. Bordesley have shown a desire to work together for competitions.	Maintain links with school for future sporting events.
	Create links with local schools that enable competitive competition for younger pupils.		Reception children are carrying out additional exercise every morning. This is allowing an increase in physical activity.	Ensure daily mile chart is regularly updated for potential awards and visits. Possible continuation as children move into year one.
	Introduce the Daily Mile for reception pupils.		Children have been given the opportunity to take part in ks1 clubs throughout the year. Good turnout.	Ensure a balance of both KS1 and KS2 clubs for pupils.
	Swimming opportunities for younger pupils.			
	After school clubs for younger pupils throughout the year.			

<p>Greater opportunities during break time and outside of school.</p>	<p>Ensure children in year one and two (as well as three) attend multi-skills festival.</p> <p>Play leaders are chosen and trained to lead sporting activities for children at lunch times.</p> <p>Set up goals and stumps in the MUGA to encourage children to take part in either football or cricket during their lunchtimes.</p> <p>Lunchtime supervisors were provided training by an external teacher on different physical activity games to play with the children.</p> <p>Possibility of active planners to be introduced to children in KS2. This will allow children to record the physical activities they are doing during break times and at home – possibility for awards etc. which also links to whole school promotion.</p>	<p>£150 transport for training</p>	<p>All children across these year groups attended and participated in various activities.</p> <p>Play leaders have been given assigned time slots. They encourage children to take part in sport during break and this has seen an increase in physical activity at lunch.</p> <p>Children have been using the 'goal posts' during lunchtimes and this has encouraged participation of sport in the MUGA.</p> <p>Some Lunchtime supervisors have actively taken on board the training and are trying to interact with the children more.</p>	<p>Create links with other schools to organise mini multi-skills festivals.</p> <p>Registers have been created to make sure play leaders have a rota to work from. Ensure staff maintain high standards of the pupils acting as play leaders.</p> <p>Ensure the MUGA goals are maintained and introduce stumps.</p> <p>Intervention or another training session to ensure lunchtime supervisors are kept up to date with changes.</p>
<p>Greater opportunities for children with SEND</p>	<p>Ensure children are participating in PE lessons and supported during these sessions.</p> <p>Greater opportunity for competition. Boccia events and cricket have been</p>		<p>Children are participating in PE and are comfortable and confident in sessions. This is allowing them to meet the minimum requirement for physical activity.</p>	<p>Make sure that these children are always taking part and that other children are interacting and supporting. Make sure staff are also encouraging and supporting.</p>

	planned or discussed.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.3% (£63.68)
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:
Increase the profile of sport across school.	<p>Provide the school with regular updates of various sporting events and activities that have been taking place to further encourage participation in the future.</p> <p>Sporting events to take place during days dedicated to charities or the diamond jubilee.</p> <p>Year group football competition on the MUGA.</p>		<p>An increase in willingness to participate in competitions, particularly amongst girls.</p> <p>Large number of pupils participated in the Jubilee and Sports relief events. Children became aware of the fun they could have while participating in physical activity.</p> <p>Children participated in the activity and large numbers of pupils observed and showed a desire to also participate in similar activities in the future.</p> <p>Poster was completed and a large number of parents contributed with stickers – this shows there is a willingness by parents to be involved. A sense of community</p>	<p>Ensure this is continued and get ambassadors to actively promote sports.</p> <p>Update and promote any other competitions that become available – especially where parent contribution is needed.</p>
Ensure that sport is explicitly linked to whole-school priorities such as parental engagement, attendance and behaviour.	Actively promote the 'Aldi poster competition' to be in with a chance to acquire sports equipment and £20,000			

	<p>Bring in high profile sports person to inspire all pupils.</p> <p>Use playtime sports clubs and sports leaders as an incentive to support behaviour management in KS2.</p> <p>Invite parents to a final performance at the end of each year group's dance unit.</p> <p>Introduce a sports council so children have a voice in sport.</p> <p>Street closure to encourage children participation in sport outside of school and to encourage pupils and parents to walk to school.</p> <p>Hire Stechford swimming pool once a term for a parent, pupil event.</p> <p>Parent to school week where they can participate with their children in before and after school clubs.</p> <p>Run a high-profile sports week including family taster sessions, sports days, awards, competitions and prizes.</p>	<p>Cancellation fee £50</p> <p>£13.68 for sports council badges.</p>	<p>created.</p> <p>EVENT CANCELLED</p> <p>Playtime behaviour has improved amongst some pupils as they have the opportunity to take part in physical activity.</p> <p>This has been happening and a number of parents have attended – encourages outside school participation.</p> <p>Street closure took place and a number of parents and children took part after school with a lot of positive feedback.</p> <p>Low turnout. Some parents did attend and the activities carried out provided parents with ideas and activities to apply at homes.</p>	<p>Potential to develop further and allow greater opportunities for physical activity at lunchtime.</p> <p>More regular 'performance' events – possibly for PE sessions beyond dance.</p> <p>Greater responsibility and opportunities must be made available to these pupils.</p> <p>Maintain links with the active well-being society and begin to create road closures independently without their support on a more regular basis.</p> <p>Must happen more regularly – this could lead to an increase in numbers and will also create a stronger connection with parents.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17% (£3600)
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:
CPD available for teachers all year round which they can refer to. This will then enable them to share their knowledge with pupils.	Online CPD needs to be made available for teachers to increase their knowledge of PE.		Some information has been provided for teachers during staff meetings on the importance of PE and this has helped some realise the importance of physical activity.	Find a CPD that will enable development. SHARP Principles are something that could be used and 'get set 4 PE' could be a CPD that we use.
Ensure teachers have a strong subject knowledge.	Professional sports coach to plan and deliver a variety of sports throughout all year groups. Early years teaching to be provided in the morning and other years in the afternoon.	Sports Plus coach cost: £31,860 (total cost)	Teachers are planning and contributing to lessons; however, teachers can become reliant on sports plus coach which can impact their quality of teaching. Increased development and progress when children work with the coach.	As a school it is important to become competent enough to teach PE without this support. This will be possible through the CPD and an increase in observations and support. The CPD we have trialled does not meet this requirement.
	Ensure teachers are aware that they can observe and ask for assistance of Sports plus coach in regard to teaching PE.		Teachers are observing where possible, but this needs to be done more consistently to prove beneficial.	This must now become compulsory to help develop teacher knowledge in PE.
	Continue link with professional dance teacher to plan and deliver dance lessons alongside staff.	Professional dance teacher ½ day per week for full year £3600 including VAT.	Increased physical activity and specialist teaching. Teachers can also learn from the teachers dance methods as dance is a topic that teachers struggle to teach.	By making the school competent in teaching dance, funding could be saved. This may be possible through specialist training.
	Teachers to demonstrate their increased knowledge of PE by			

	<p>explaining to children the activities they will be taking part in and why they are doing the activities before participating.</p> <p>Potentially introduce teachers planning PE lessons in the last term. This will be dependent on funding for next year and availability of sports plus.</p> <p>Observation lessons where feedback can be provided. Support to be put in place for those teachers who are struggling.</p>			
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	1.5% £322

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:
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>Continue to run girls' football, boys' football, netball, cricket, dodgeball, table tennis and basketball introduce other sports. Potentially introduce archery.</p> <p>Dodgeball has attracted a lot of interest and it is important that a specific club for this is introduced.</p>	<p>Sports Plus coach after school clubs 4 days per week for full year £31860 (total cost)</p> <p>Equipment for dodgeball £57</p>	<p>Happening regularly – provides children with the option of physical activity after school.</p> <p>Equipment purchase has allowed participation in dodgeball before/after school and increased pupil enjoyment.</p>	<p>Ensure this is maintained. Possibility to have lunchtime sports clubs.</p> <p>More equipment needed and then used for more expansive or different sports.</p>

	<p>Dance show made available to pupils to watch dance Xchange performers</p> <p>Introduce a more physical club whether this is jujitsu or boxercise (possibly with the support of an external coaching company).</p> <p>Allow potential sports companies to deliver 'taster' sessions to children.</p> <p>Cycling has been introduced to year four and we are looking at expanding to other year groups.</p> <p>Create a strong link with Warwickshire cricket club. They have outlined their intentions to host events during the summer.</p>	<p>30x3 = £90 for tickets. £175 for transport. £265 total.</p>	<p>Thirty year six children were given the opportunity to witness a dance performance outside the school setting.</p> <p>Carried out with tennis – children enjoyed the activities as tennis is not taught in school. Children were encouraged to attend the club.</p> <p>Both children and teachers responded positively to the sessions that were taught.</p>	<p>Link with dance Xchange to be maintained. Opportunities for other performances at a discount.</p> <p>Maintain this throughout the year to allow children to experience a greater range of sports beyond the school setting.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15.5% £3260
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:
Ensure we have access to regular, well-organised interschool competitions.	Subscribe to Tier 3 of the central sports partnership.	£3200	Regular CPD for P.E. lead including support to audit provision and apply for school games mark.	Increase attendance to competitions where possible.
Competitive sport to be introduced during PE activities.	Ensure children are participating in events that we as a school are able to attend.		Participated in 8 central sports partnership events at no additional cost. (300 pupils)	
	Sign up to Birmingham School's Football Association.	£60	Both boys and girls have participated in tournaments. Pupils of varying backgrounds and ability have attended.	
	Collaboration between local schools where each school organises and hosts one annual competition. Competition to take place between forms at the end of each PE unit.			

Assigned to:	
Head Teacher:	Adam Protherough
Date:	14.07.20
Subject Leader:	Luke Merriman
Date:	14.07.20
Governor:	Chris Faulks
Date:	14.07.20