

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](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 2019/20	£0
Total amount allocated for 2020/21	£21,286
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20,276.78
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£0

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	27%
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	18%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	No (largely due to the pandemic)

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: £21286	Date Updated: 10/02/2022	
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:
			22%
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: £4,814.78 (22%)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Ensure 90 minutes PE sessions are maintained and that all children are participating.	Make sure children have the necessary equipment to participate in PE.	Cover for MB to do admin work. £199 x 2 =£398	Timetable allocates a 90 minutes period for every year group for PE. There is also additional PE kit for those children who forget.
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. Yardley have shown a desire to work together for competitions.
	Create links with local schools that enable competitive competition for younger pupils.	Transport cost: £60 *48 =£2,800	Children have been given the opportunity to take part in ks1 & EYFS clubs throughout the year. Good turnout.
	Swimming opportunities for younger pupils.		
	After school clubs for younger pupils throughout the year.		All children across these year groups attended and participated in various activities.

<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>Lunchtime supervisors were provided training by an external teacher on different physical activity games to play with the children.</p> <p>Ensure children are participating in PE lessons and supported during these sessions.</p> <p>Greater opportunity for competition. EBSA for football competitions. Birmingham city coming in to training teachers and Pupils.</p> <p>Yeardley Tennis Club coming in to do Tennis lessons and after –school clubs.</p> <p>Edgbaston Cricket club is coming in to do a taster session for Year 5.</p> <p>Purchase of more equipment to be used at lunch times – Children were asked by school council to vote for equipment to enable them to be more active</p>	<p>£616.78</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>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>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>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>
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Provide opportunities for children to represent the school at intra school opportunities in school time	Release teachers to accompany the children to events	£1000	Pre lockdown children had the chance to represent the school at a range of events including tag rugby, hockey, and athletics.	Take part in a wide range of opportunities offered and target children who are inactive.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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.	Provide the school with regular updates of various sporting events and activities that have been taking place to further encourage participation in the future. Sporting events will take place during the summer term. This hasn't been possible due to COVID. Year group sports competition on the MUGA. Use playtime sports clubs, after school clubs and sports leaders as an incentive to support behaviour management in KS2.		An increase in willingness to participate in competitions, particularly amongst girls. Playtime behaviour has improved amongst some pupils as they have the opportunity to take part in physical activity. This has been happening and a number of parents have attended – encourages outside school participation.	Update and promote any other competitions that become available – especially where parent contribution is needed Potential to develop further and allow greater opportunities for physical activity at lunchtime. More regular 'performance' events. Greater responsibility and opportunities must be made available to these pupils. Must happen more regularly – this could lead to an increase in numbers and will also create a
Ensure that sport is explicitly linked to whole-school priorities such as parental engagement, attendance and behaviour.				

	<p>Introduce a sports council so children have a voice in sport.</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>			stronger connection with parents.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				70%
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>CPD available for teachers all year round which they can refer to. This will then enable them to share their knowledge with pupils.</p> <p>Ensure teachers have a strong subject knowledge.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Online CPD needs to be made available for teachers to increase their knowledge of PE.</p> <p>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.</p>	<p>Funding allocated:</p> <p>£14,962(70%)</p> <p>Sports Plus coach cost: £10,212 (Total cost) for days a week.</p> <p>Birmingham City Football Club cost: £4,750 (total Cost)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>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.</p> <p>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.</p>	<p>Sustainability and suggested next steps:</p> <p>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.</p> <p>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</p>

	<p>Ensure teachers are aware that they can observe and ask for assistance of Sports plus coach in regard to teaching PE.</p> <p>Teachers to demonstrate their increased knowledge of PE by Explaining to children the activities they will be taking part in and why they are doing the activities before participating.</p>		<p>Teachers are observing where possible, but this needs to be done more consistently to prove beneficial.</p> <p>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</p>	<p>meet this requirement.</p> <p>This must now become compulsory to help develop teacher knowledge in PE.</p> <p>By making the school competent in teaching dance, funding could be saved. This may be possible through specialist training.</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:
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>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>	<p>Continue to run girls' football, boys' football, netball, cricket, dodgeball, hockey, archery, multi-skills club and basketball introduce other sports.</p> <p>Dodgeball has attracted a lot of interest and it is important that a specific club for this is introduced.</p> <p>Allow potential sports companies to deliver 'taster' sessions to children.</p> <p>Maintain a link with Warwickshire cricket club. They have outlined their intentions to host events during the summer.</p>	<p>Part of Sports Plus coaching programme.</p>		<p>Ensure this is maintained. Possibility to have lunchtime sports clubs.</p> <p>Will be purchasing equipment to allow more participation in dodgeball before/after school and increased pupil enjoyment.</p> <p>More equipment needed and then used for more expansive or different sports.</p> <p>Introduce a more physical club whether this is jujitsu or boxercise (possibly with the support of an external coaching company).</p> <p>Start introducing bike ability in the summer term.</p> <p>Maintain this throughout the year to allow children to experience a greater range of sports beyond the school setting.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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: £500	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, wellorganised interschool competitions.	Subscribe to Tier 3 of the central sports partnership.	£500	Regular CPD for P.E. lead including support to audit provision and apply for school games mark.	Participated in central sports partnership events at no additional cost. (300 pupils)
Competitive sport to be introduced during PE activities.	Ensure children are participating in events that we as a school are able to attend.		Both boys and girls have participated in tournaments. Pupils of varying backgrounds and ability have attended.	Increase attendance to competitions where possible.
	Collaboration between local schools where each school organises and hosts one annual competition.			Ensure this continues and participation happens for the second half of the year. Competition to take place between forms at the end of each PE unit.

Signed off by	
Head Teacher:	<i>JM Phillips</i>
Date:	July 19 th 2022
Subject Leader:	MARTIN BAILEY
Date:	
Governor:	
Date:	

