

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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.**

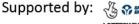
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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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

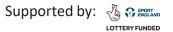
Please report on your Swimming Data below.

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)













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: £21286	Date Updated: 10/02/2022		
Key indicator 1: The engagement of g	Percentage of total allocation:			
primary school pupils undertake at le	primary school pupils undertake at least 30 minutes of physical activity a day in school			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?:	Sustainability and suggested next steps:
Ensure 90 minutes PE sessions are maintained and that all children are participating.	Make sure children have the necessary equipment to participate in PE. Make sure children are involved in the lessons. Teachers must support and	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.	Regularly reminders to parents on the importance of PE and the kit expectations.
Greater involvement in physical activity for KS1.	encourage them if this is not the case. Create links with local schools that enable competitive competition for younger pupils.	Transport cost: £60 *48 =£2,800	Various emails have been passed through other schools. Yardley have shown a desire to work together for competitions.	Maintain links with school for future sporting events.
	Swimming opportunities for younger pupils.		Children have been given the opportunity to take part in ks1 & EYFS clubs throughout the year. Good turnout.	Ensure a balance of both KS1 and KS2 clubs for pupils.
	After school clubs for younger pupils throughout the year.		All children across these year groups attended and participated in various activities.	













Play leaders have been given Registers have been created to Ensure children in year one and two (as assigned time slots. They encourage make sure play leaders have a rotal to work from. Ensure staff well as three) attend multi-skills children to take part in sport during Greater opportunities during break time festival. break and this has seen an increase maintain high standards of the and outside of school. in physical activity at lunch. pupils acting as play leaders. Play leaders are chosen and trained to Children have been using the 'goal Ensure the MUGA goals are lead sporting activities for children at posts' during lunchtimes and this maintained and introduce stumps. lunch times. has encouraged participation of sport in the MUGA. Lunchtime supervisors were provided Intervention or another training training by an external teacher on Some Lunchtime supervisors have session to ensure lunchtime different physical activity games to play actively taken on board the training supervisors are kept up to date with the children. and are trying to interact with the with changes. children more. Ensure children are participating in PE lessons and supported during these Children are participating in PE and sessions. are comfortable and confident in Make sure that these children are sessions. This is allowing them to always taking part and that other Greater opportunity for competition. meet the minimum requirement for children are interacting and EBSA for football competitions. supporting. Make sure staff are physical activity. Birmingham city coming in to training also encouraging and supporting teachers and Pupils. Yeardley Tennis Club coming in to do Tennis lessons and after –school clubs. Edgbaston Cricket club is coming in to do a taster session for Year 5. Purchase of more equipment to be £616.78 used at lunch times – Children were asked by school council to vote for equipment to enable them to be more active











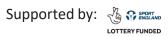


Provide opportunities for children to represent the school at intra school opportunities in school time	Release teachers to accompany the children to events	£1000	Pre lockdown children had the chance to represent the school at a range of events including tag rugby, hockey, and athletics.	Take part in a wide range of opportunities offered and target children who are inactive.
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool 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.		An increase in willingness to participate in competitions, particularly amongst girls.	Update and promote any other competitions that become available – especially where parent contribution is needed
	Sporting events will take place during the summer term. This hasn't been possible due to COVID.		Playtime behaviour has improved amongst some pupils as they have the opportunity to take part in physical activity.	Potential to develop further and allow greater opportunities for physical activity at lunchtime.
	Year group sports competition on the MUGA.		This has been happening and a number of parents have attended – encourages outside school	
Ensure that sport is explicitly linked to whole-school priorities such as parental engagement, attendance and behaviour.	Use playtime sports clubs, after school clubs and sports leaders as an incentive to support behaviour management in KS2.		participation.	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













Introduce a sports council so children	stronger connection with parents.
have a voice in sport.	
Parent to school week where they can	
participate with their children in before and after school clubs.	
and area school class.	
Run a high-profile sports week	
including family taster sessions, sports	
days, awards, competitions and prizes.	

Key indicator 3: Increased confidence	knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
				70%
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: £14,962(70%)	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.	available for teachers to increase their knowledge of PE.	cost: £10,212 (Total cost) for days a week.	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.
insure teachers have a strong subject inowledge.	deliver a variety of sports throughout all year groups. Early years teaching	Birmingham City Football Club cost: £4,750 (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













	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.	meet this requirement. This must now become compulsory to help develop teacher knowledge in PE.
	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.		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. Potentially introduce teachers planning PE lessons in the last term. This will be dependent on funding for next year and availability of sports plus. Observation lessons where feedback can be provided. Support to be put in place for those teachers who are struggling.
Key indicator 4: Broader experience of	of a range of sports and activities offe	ered 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:













Continue to run girls' football, boys' Part of Sports Ensure this is maintained. Ensure pupils have the opportunity to football, netball, cricket, dodgeball, Plus coaching Possibility to have lunchtime experience a wide range of sports hockey, archery, multi-skills club and programme. sports clubs. including team sports and individual basketball introduce other sports. sports, racket sports and ball sports, Will be purchasing equipment to contact sports and non-contact sports. allow more participation in Dodgeball has attracted a lot of dodgeball before/after school interest and it is important that a and increased pupil enjoyment. specific club for this is introduced. More equipment needed and then used for more expansive or different sports. Allow potential sports companies to deliver 'taster' sessions to children. Introduce a more physical club whether this is jujitsu or boxercise (possibly with the Maintain a link with support of an external coaching Warwickshire cricket club. They have company). loutlined their intentions to host events during the summer. Start introducing bike ability in the summer term. Maintain this throughout the vear to allow children to experience a greater range of sports beyond the school setting.













Key indicator 5: Increased participation	on 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:	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.		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. Collaboration between local schools where each school organises and	£500	Both boys and girls have participated in tournaments. Pupils of varying backgrounds and ability have attended.	Increase attendance to competitions where possible. Ensure this continues and participation happens for the second half of the year.
	hosts one annual competition.			Competition to take place between forms at the end of each PE unit.

Signed off by	
Head Teacher:	Amphilips
Date:	July 19 th 2022
Subject Leader:	MARTIN BAILEY
Date:	
Governor:	
Date:	























