

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • <i>School achieved the Platinum Award as part of the School Games Programme</i> • <i>Raised profile of PE, physical activity and school sport promoted by School Principal</i> • <i>Increase in opportunities for pupils to participate in competitive sport and access to OSHL activities</i> • <i>Improved staff confidence, knowledge and understanding of PE teaching through CPD programme in place.</i> 	<ul style="list-style-type: none"> • <i>Develop staff confidence in the delivery of dance</i> • <i>Increase the opportunities for pupils to be active outside PE lessons</i> • <i>Increase range of OSHL opportunities on offer to pupils across the school</i> • <i>Organise opportunities for pupils who are from more hard to reach groups to participate in festivals and other inter school events i.e. Change4Life etc.</i>

Did you carry forward any underspend from 2019-20 academic year into the current academic year? **NO** *

Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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.	
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: 2020/21		Total fund allocated: £17,800		Date Updated: January 2021			
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: 8%		
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:			
<ul style="list-style-type: none"> Implement strategies to increase opportunities for pupils to be physically active during the school day including lessons outside of PE 		<ul style="list-style-type: none"> Subject Coordinator to attend remote YST Dudley Cluster meetings and disseminate information to colleagues in own setting Staff to trial activities to promote greater movement during lessons outside of PE Review of tasks and routines during the school day with teachers and other support staff Plan and implement activities from Active 30:30 across the school 		£1,500 (approx.) Membership to YST through Dudley Cluster (£238) Cover costs when required to enable teachers to attend CPD programme (£400) Other resources to support physical activities outside PE lessons (£800)		<ul style="list-style-type: none"> More pupils to achieve CMO recommendation of at least 30 minutes of physical activity during the school day Greater opportunities in place for pupils to be physically active outside PE lessons 	<ul style="list-style-type: none"> Revised tasks and routines will be embedded within daily practice Rainbow Warriors to support provision at break and lunchtimes (Summer 21) Caretaker to monitor the playground areas to ensure that these remain fit for purpose
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 1%		
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:
<ul style="list-style-type: none"> Implement the ABC Rainbow Warrior programme to raise the profile of PE, physical activity and school sport 	<ul style="list-style-type: none"> <i>Initial application to ABC to register interest in the Rainbow Warrior programme</i> <i>Sports Captains and Vice Captains to support programme</i> <i>PE Coordinator to be Link Teacher to liaise with other staff and stakeholders i.e. local community groups etc.</i> <i>PE Coordinator to attend remote training and disseminate information to children</i> <i>Sport Educator (RB Gym and Sport) to support SG Crew on a weekly basis</i> 	<p><i>Free programme to schools</i></p> <p><i>£178 for any resources to support programme implementation i.e. equipment etc.</i></p>	<ul style="list-style-type: none"> <i>Pupils (RW) to have greater ownership in the development of physical activity, Physical education and school sport</i> <i>Increased levels of physical activity at break and lunchtimes</i> <i>An improvement in behaviour at lunchtimes and a reduction in the number of incidents reported</i> 	<ul style="list-style-type: none"> <i>Rainbow Warriors (Year 5) to support the cohort for 2021-22 and beyond</i> <i>Training for Rainbow Warriors to take place in April 21</i>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				87%
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:
<ul style="list-style-type: none"> Ongoing professional development programme for teaching staff to improve the quality of PE taught across the school Implement 'Maths on the Move' intervention programme to support identified pupils to improve core mathematical skills Implement Balance Ability intervention programme for Reception pupils 	<ul style="list-style-type: none"> Curriculum overview agreed between external provider and PE Coordinator Ongoing support programme in place between external provider and school – team teaching approach Encourage support staff to use other strategies to promote greater physical activity during other lessons Pupils identified through pupil progress review meetings Sport educator to liaise with class teachers to identify areas of focus per session Sport educator to keep a record of pupils' achievement and feedback to class teachers on a weekly basis Twelve week intervention programme delivered by a Sport Educator (RB Gym and Sport) Pupils organised into small groups (x10) for a 30 minute session per week (to start Spring 2 – Covid restrictions may apply in terms of the intervention start date) 	<p>£15,410</p> <p>Cost of support programme with external provider – RB Gym and Sport (£13,110)</p> <p>AfPE Membership (£200)</p> <p>Cyber Coach Online resource (£300)</p> <p>Cost of delivery by sport educator (£1,800)</p>	<ul style="list-style-type: none"> Increase in teacher confidence, knowledge and understanding of specific skills to deliver PE lessons of higher quality Improvement in pupil progress and confidence in key aspects of mathematics Increase confidence in pupils to be able to ride a balance/pedal bike (support with PD ELG) 	<ul style="list-style-type: none"> Model of development programme allows staff to take the lead under the direction and support from sport educators Pupil Premium funds to be utilized if SPGF was to cease Pupil Premium funds to be utilized if SPGF was to cease Supports future bicycle intervention programmes as the pupils move through the school i.e. Bike Ability in Years 3 and 5

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 2%
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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><i>Additional achievements:</i></p> <ul style="list-style-type: none"> Continue to develop the opportunities for all pupils to participate in OSHL activities (before school, at lunchtimes and after school) Implement the YST Well-School Movement across the school 	<ul style="list-style-type: none"> Identify and engage community clubs and delivery partners. Increase the number of opportunities available to pupils to participate in extra-curricular activities (across KS1 and 2) PE Coordinator to liaise with PE colleagues from across the Stourbridge Learning Partnership – disseminate information at termly SLP meetings (remotely) Promote Well School movement across the school and to other stakeholders 	<p>£356</p> <p>Some external providers paid by parents i.e. breakfast and after-school clubs</p> <p>Disadvantaged /LAC pupils – funding for activities to be covered through Pupil Premium Funding (£500)</p>	<ul style="list-style-type: none"> The School is able to identify the number of pupils accessing extra-curricular activities, including key groups (registers) Increase in links with community clubs and better pathways for interested pupils. 	<ul style="list-style-type: none"> Increase in the number of pupils accessing community sport through their enjoyment of sport in school <p>Impact of national lockdown on the participation of pupils due to partial school closure</p>

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Continue to develop opportunities for all pupils to participate in competitive sport (even through the restrictions with Covid 19) 	<ul style="list-style-type: none"> Calendar of events provided by the School Games Organiser and Active Black Country PE Coordinator to implement virtual competitions during the Autumn and Spring terms (Covid restrictions dependent) Feeder Catholic secondary school to create additional virtual competitions for schools across the MAC 	£356 Virtual competitions (free for schools to enter)	<ul style="list-style-type: none"> Increased opportunities for pupils to participate in school sport at Level 0, 1 and 2 	<ul style="list-style-type: none"> Intra school competitions to continue through School House System and also through PE lessons Inter school competitions through School Games programme and MAC

Signed off by	
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Subject Leader:	Mr Andrew Carry
Date:	11.01.2021
Governor:	Mrs Sam Hull
Date:	