

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17600
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2022/23	£17770
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17770

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<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 2021.</p> <p>Please see note above</p>	70%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	Yes – top up swimming where clear gaps were evident in many of our

children - £690

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:	Date Updated:		
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:	
			%	
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"> Further embed strategies to increase the 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 SLP PE meetings and disseminate information to colleagues in own setting and across the MAC Staff to include activities to promote greater movement during lessons outside of PE Plan and implement activities from Active 30:30 across the school Rainbow Warriors to support provision at break and lunchtimes Complete PE subscription Improve the opportunities available for the children to take part in physical activity at break and lunchtimes. Auditing of outdoor play equipment (fixed and non fixed) Staff to plan to use the outdoor area more frequently to support physical activity outside of lesson) Top Up swimming for Years 4 and 6 following disruption from the pandemic 	<p>Other resources to support physical activities outside PE lessons £2006</p> <p>Refurbishment of playground fixed equipment to ensure that they remain fit for purpose</p> <p>Equipment inspection - £172</p> <p>Equipment repairs - £2, 252.08</p> <p>Equipment replacements – £2, 188.11</p> <p>Complete PE annual subscription</p>	<ul style="list-style-type: none"> More pupils are achieving 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 which are impacting positively on the children's health and wellbeing Rainbow warriors are to receive further training to undertake their role effectively An increase in opportunities and activities available for our children at break and lunchtime to increase active participation Improvements to the outdoor play equipment has increased activity throughout break and lunchtimes School Platinum Award achieved by school 	<ul style="list-style-type: none"> Revised routines will be embedded within daily practice e.g. a daily walk Caretaker and school leaders to further monitor the playground areas to ensure that these remain fit for purpose Ongoing maintenance for the outdoor play equipment Further auditing of the equipment available at break and lunchtimes to identify where funding can be used on a rolling basis

		£180		
		£690 – top up swimming		
		Total - £7,488.19		

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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:
<p>The ABC Rainbow Warrior programme will continue to be embedded across school to raise the profile of PE, physical activity and school sport.</p> <p>The school will engage in applying to achieve the healthy eating award. Rainbow warriors/playground buddies to receive training to support them to undertake their role effectively as playground buddies and eco-activism</p>	<ul style="list-style-type: none"> • <i>Sports Captains and Vice Captains to support programme</i> • <i>PE Coordinator to attend further training and disseminate information to children</i> • <i>Children to receive further training to complete their role effectively from Dudley.</i> • <i>Apply to be awarded the Healthy School status</i> 	Free programme to schools	<ul style="list-style-type: none"> • <i>Pupil leaders to raise the profile of physical activity, Physical education and school sport</i> • <i>Increased levels of physical activity at break and lunchtimes, led by the rainbow warriors</i> • <i>An improvement in behaviour at lunchtimes and a reduction in the number of incidents reported</i> • <i>Pupil leaders raising the focus in school of the importance of eco-activism (linked with our Live Simply award) – take care of our common home, living sustainable and also through playground buddies</i> • School Platinum Award achieved by school 	<ul style="list-style-type: none"> • <i>New Rainbow Warriors (Year 5) to support the cohort for 2022-23 and beyond</i> • <i>The next rainbow warriors will be selected to be trained before the next academic year</i> • <i>Mark Bennett training to be cascaded to next year's Year 5 cohort for ongoing legacy</i>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
%

Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Headline Intended Impact on Pupils – All pupils will receive 2 hours high quality physical education every week. 100% of pupils will be developed in their physical, cognitive, social and emotional learning. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> Ongoing professional development programme for teaching staff to improve the quality of PE taught across the school Further embed and review ‘Maths on the Move’ intervention programme to support identified pupils to improve core mathematical skills Balance Ability intervention programme reintroduced 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) <p>Pupils organised into small groups (x10) for a 30-minute session per week (to start Summer 2023)</p>	<p>Cost of weekly curriculum support, Maths on the move and Balance ability - £9,570.00</p> <p>Total - £9,570.00</p>	<ul style="list-style-type: none"> Increase in teacher confidence, knowledge and understanding of specific skills to deliver PE lessons of higher quality – as evidenced through teacher questionnaires Improvement in pupil progress and confidence in key aspects of mathematics – impact for the children within this intervention - <p>Increase confidence in pupils to be able to ride a balance/pedal bike (support with PD ELG)</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> Standards achieved in PE (whole child development) are improving with over 90% achieving end of year group attainment target (ARE) in each class Staff value PE the impact of High Quality PE on the pupils. Fitter pupils = higher attainment in Maths and English. See Maths and English Data. <p>School Platinum Award achieved by</p>	<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 <p>Supports future bicycle intervention programmes as the pupils move through the school i.e. Bike Ability</p>

			<i>school</i>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

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>Headline Intended Impact on Pupils – All pupils’ will be exposed to new areas of activity. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <ul style="list-style-type: none"> Further embed the development of opportunities for all pupils to participate in OSHL activities (before school, at lunchtimes and after 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 Target groups of children to increase opportunities and participation 	<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</p> <p>PESP to be used to targeted groups of children to increase participation e.g. SEND where this is a barrier.</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) - number of children taking part in clubs: Number taking part in breakfast clubs = 88/210 Number of children who have attended after school clubs 100/210 No. of disadvantaged children who have taken part in breakfast clubs 2/19 No. of disadvantaged children who have taken part in after school clubs 6/19 No. of SEND children who have taken part in breakfast clubs 6/22 No. of SEND children who have taken part in after school clubs 10/22 Increase in the number of links with community clubs and better pathways for interested pupils A greater number of disadvantaged and SEND children to access sports 	<ul style="list-style-type: none"> Increase in the number of pupils accessing community sport through their enjoyment of sport in school Increase the number of disadvantaged and SEND children accessing a broader range of sports and activities

			<p><i>activities</i></p> <ul style="list-style-type: none"> • <i>An increase in physically fit pupils which has supported attainment across the curriculum, concentration in lessons, resilience</i> • <i>Due to the increase in clubs before school, lunchtime and after school as well as the increase in equipment, support of rainbow warriors, our WOW initiative, renewed focus on our outdoor area, weekend clubs using the school site and sponsored walk initiative 100% of our children have the opportunity to be active for 7 days per week.</i> • <i>65% of the journeys to school are now active.</i> • <i>School Platinum Award achieved by school</i> 	
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Key indicator 5: Increased participation in competitive sport				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>Headline Intended Impact on Pupils – Increase the number of pupils participating in an increased range of competitive opportunities. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week and supporting personal development of all pupils.</p> <ul style="list-style-type: none"> Continue to develop opportunities for all pupils to participate in competitive sport, including parity between the sports offered to both boys and girls 	<ul style="list-style-type: none"> Calendar of events provided by the School Games Organiser and Active Black Country PE Coordinator to organise and prepare pupils to participate in pathway of the School Games programme i.e. Engage, Inspire or Compete PESS leaders within Emmaus to develop competitive sport links with parity for boys and girls Re-apply for School Games Mark Platinum award 	<p>Transport cost to/from venues (£ 850)</p> <p>Resources to support with preparation for competition i.e. equipment (£) 1000</p> <p>Total £1850</p>	<ul style="list-style-type: none"> Increased opportunities for pupils to participate in school sport at Level 0, 1 and 2 Level 2 competitive sports in Year 5 and Year 6 football and Year 5 and Year 6 netball and Year 5 and Year 6 cross country, Year 4, 5 and 6 tag rugby Number of children taking part in level 2 competitive sport = 30 	<ul style="list-style-type: none"> Intra school competitions to continue through School House System and also through PE lessons Further opportunities for Local school competitions to through School Games Programme Develop an ongoing commitment within Emmaus to increase competitive sport levels

Signed off by	
Head Teacher:	A Wilkes
Date:	23.06.2023
Subject Leader:	A Wilkes
Date:	23.06.2023

Governor:	S Hull
Date:	04.07.2023