

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

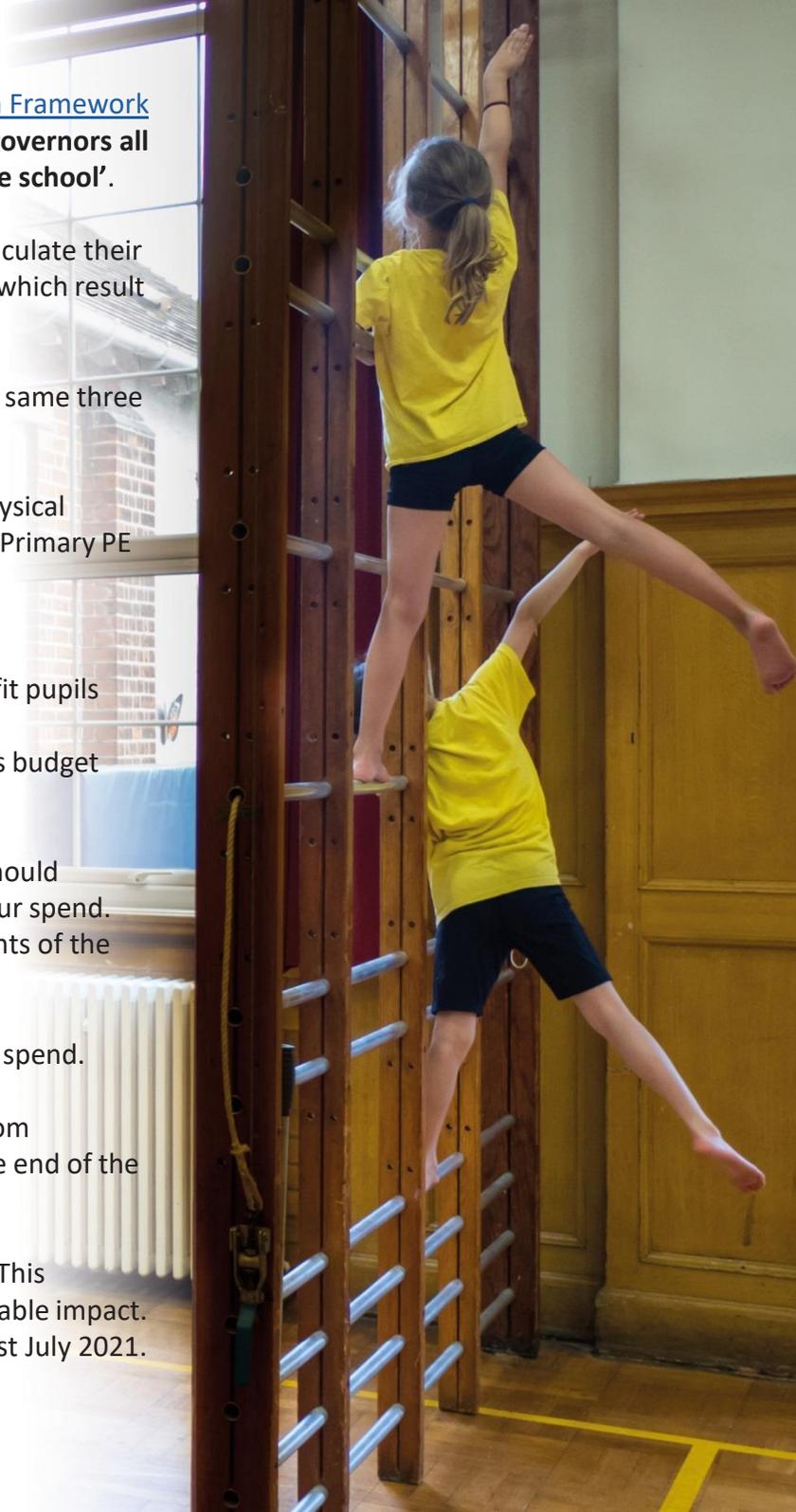
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All children participating in competitive sport through inter-house competition during PE lessons. All PE units now end with a competitive sporting event where children apply skills taught throughout the teaching block. • A range of extra-curricular opportunities (lunch-time to COVID secure bubbles) were offered each term, some of which were taught by school staff and others through external providers/coaches (football, netball, dodgeball, multi-skills) • Children participated in. Dance enrichment days and mini Olympics enrichment, classes then completed Olympics themed activities in their classrooms afterwards. • All children in EYFS and Year 1 received specialist yoga teaching for yoga to support their gross and fine motor development alongside providing CPD and assessment opportunities for staff. • All Year 6 children received weekly swimming lessons (when not during Covid-19 school closure) resulting in most of the cohort able to swim 25m and able to use a range of strokes effectively. 	<ul style="list-style-type: none"> • To further increase participation in competitive sport • Work with Progressive Sports to re-establish lunchtime/afterschool when COVID19 is less of a concern. • Organise a range of in-house enrichment days throughout the academic year to ensure children are still offered a range of sporting opportunities • CPD opportunities to up-skill staff • Focus on raising the profile of physical activity/ encouraging the children to stay/ become more active after so long spent at home.

Did you carry forward an underspend from 2020-21 academic year into the current academic year? **YES**

Total amount carried forward from 2020/2021 £4919.13

+ Total amount for this academic year 2021/2022 £ 18,560

= Total to be spent by 31st July 2022 £ 23,479.13

<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 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>	2020/21 cohort
<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>	80%
<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>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<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>	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: 2021/22		Total fund allocated: £23,479.13		Date Updated: Jan 2022	
Key indicator 1: The engagement of all 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: 21%
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"> Opportunities in place to ensure all pupils receive 30 minutes of physical activity each day in school. All Children to receive 1 hour of PE minimum per week. All children to participate in active lessons across the curriculum. More equipment and opportunity on all playgrounds for children to participate in physical activity. Extra-curricular activity for all year groups, dependent on risk assessment. Informing pupils about healthy eating choices, nutrition and the importance of leading a healthy lifestyle and regular physical activity. Informing pupils of how to take care of their mental health as well as their physical health 	<ul style="list-style-type: none"> New games/ equipment to be purchased for the playground with lunchtime supervisors and play leaders given responsibility for leading these activities and taking care of equipment Two days of workshops booked with 'A-life' for the spring term in which all year groups will participate. One day of 'healthy living' workshops with strong cross curricular links to science and PSHE and then one day of circuits and fun fitness workshops to get all children moving and enthused about staying active and the link 	<p>£2000</p> <p>£1000</p>	<ul style="list-style-type: none"> Increased physical activity leads to improvements in behaviour, concentration and memory retention. PE lead to monitor lunchtime provision through meetings with lunchtime staff and pupil voice Sports council feedback on successes/areas for development in monthly meetings Safe, innovative playtimes have a positive impact on behaviour Enthusiasm about staying healthy and keeping active. Will hopefully encourage children to be more active both inside and outside of school. 		<ul style="list-style-type: none"> Play leaders from this year will be able to support the ones for 2022/23. Aim is to purchase equipment and games that can be used year on year. Lunchtime supervisors will have a bank of new games and activities to use year on year. Families become more educated about nutrition. Pupils become more education about diet and exercise. Pupils become more aware of ways to look after their mental health as well as their physical health.

<ul style="list-style-type: none"> Outdoor education opportunities for all pupils through use of school farm and forest school area. 	<p>between this and physical and mental health.</p> <ul style="list-style-type: none"> All classes participate in an outdoor week once a term. Other opportunities for outdoor learning across the curriculum are utilised where possible. New outdoor lead to receive forest schools training. 	<p>Cost of forest school training (around £600-£800 including outdoor first aid)</p>	<ul style="list-style-type: none"> Children have a greater understanding of how to stay safe outdoors Children have the opportunity to develop a range of key life skills and a love of being active outdoors. 	<ul style="list-style-type: none"> New outdoor leader will be fully forest school trained and able to deliver high quality provision in future years.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 2%</p>
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>
<ul style="list-style-type: none"> Inspirational Visits/Visitors to motivate and inspire children (athletes, role models in sport, coaches, experience days etc). Engage children in activities linked to the Birmingham 2022 commonwealth games during the summer term to raise the profile of sport in our local area and engage children in new sports. 	<ul style="list-style-type: none"> PE lead to make contact with sports men/women/agencies to organise visits into school PE lead to connect with external providers to deliver engaging and inclusive enrichment days of workshops for all children to participate in. Organise whole school competition/events linked to the commonwealth games. Liaise with progressive sports and book one of their 'train like an athlete' enrichment days for summer term 	<p>£1000</p>	<ul style="list-style-type: none"> Pupil voice (through termly pupil interviews and liaison with sports council members/play leaders) used to measure impact Aspirations to become involved with sport created Children can talk about famous athletes and why they are good role models 	<ul style="list-style-type: none"> Pupil voice used to indicate what children would like to experience next Increased school community links Pupils have developed a love of PE and feel confident to continue to participate with health and sport related activities in their future life

<ul style="list-style-type: none"> • CPD support for lunchtime staff • CPD for staff during staff meeting. 	<ul style="list-style-type: none"> • PE lead to support Lunchtime supervisors in organising games/sports/activities during lunchtimes. Staff to be inducted on the use of new equipment and provided with activity cards that they can 'pick up and go' in order to confidently introduce new games to the children. • Adam from progressive sports to undertake a lunchtime audit and provide bespoke training to lunchtime staff. • PE lead to organise a staff meeting to give staff practical ideas and a renewed confidence in teaching PE (external provider to be used) 	<p>£300</p> <p>£175</p>	<p>variety of sports and given the opportunity to develop a wider range of sporting skills</p> <ul style="list-style-type: none"> • Pupil voice used to measure impact on children across the school. • Staff will be more confident in leading games during the lunch hour and children's levels of activity during this time will increase. 	<ul style="list-style-type: none"> • Team teaching of games and workshops to cascade skills and knowledge to new staff • Sports Council members from 2021-22 will be able to support the training of new members.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

21%

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • Widen the range of sports that all pupils are exposed to and have the opportunity to participate in. • Engage those pupils who often are reluctant to participate in sporting activity by introducing them to new fun and inclusive sporting activities. (this is particularly important 	<ul style="list-style-type: none"> • A-life circuits and fun fitness workshops day to promote general exercise and movement in a fun and engaging context • Further enrichment in summer term- potentially a JOLF golf day to introduce a new sport that is accessible to all. 	<p>£5000</p>	<ul style="list-style-type: none"> • Pupil voice (through pupil termly pupil interviews and liaison with sports council members/play leaders) used to measure impact and identify next steps. • PE lead to give staff a feedback form and assessment form to complete during enrichment training to aid reflections of CPD received through the enrichment 	<ul style="list-style-type: none"> • Children continue to build key skills and act as lead learners during PE lessons. • Pupil have developed a love of PE and feel confident to continue to participate with health and sport related

<p>following COVID19 school closures and isolations resulting in a large amount of inactive time spent at home for many pupils)</p>	<ul style="list-style-type: none"> Continued partnership with progressive sports- offers opportunity to extend the offer of sports/activities on offer to the children and upskill staff to deliver a wider PE curriculum. Sports council and lunchtime supervisors to lead games and sports and introduce children to new activities. 		<p>activities.</p>	<p>activities in their future life.</p> <ul style="list-style-type: none"> Staff team teach with a number of trained professionals during enrichment sessions which improves teaching confidence and practice
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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"> Increased participation in inter-school competitive events through developing closer links with Tamworth Sports Council Develop and enrich quality of intra- school competitive sport. 	<ul style="list-style-type: none"> PE lead and other staff to accompany children to competitions. Organise an intra school competition and Increase intra-school competitive events throughout the year linked to school opportunities and individual abilities so all can experience competition. 	£1000 (transport, kit etc)	<ul style="list-style-type: none"> Aim is for a wider range of children participating in competitive sport Intra-school events ensure all children have the opportunity to become involved in competitive sport. Pupil voice (through pupil termly pupil interviews and liaison with sports council members/play leaders) used to measure impact. Achievements displayed and celebrated on whole school sports display board and in spotlight assembly. 	<ul style="list-style-type: none"> Staff build sporting relationships with schools across the Trust and across Tamworth that can continue to grow in subsequent years. Structure of intra-school competitive events can be repeated in subsequent years.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

Governor:	
Date:	