

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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SPORT
TRUST



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
|---|--|
| <ul style="list-style-type: none"> • Children are now more active at lunchtimes and break times due to sports coaches being employed to work at this time. • Encourage healthier packed lunches as part of a drive to improve overall lifestyle choices. • Cooking club to inform children of how to cook healthy meals. | <ul style="list-style-type: none"> • Create opportunities for competitive sports fixtures with local schools. • Identify focus areas for further teacher CPD. • Consider how we might introduce additional whole school activities e.g. • Identify non-swimmers earlier in their school life and provide top up swimming lessons to ensure they meet national curriculum standards. • Ensure all groups of children are targeted at lunchtimes for extra physical activity and record this information. |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
|--|-----------------------------------|
| 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 children may swim in another year please report on their attainment on leaving primary school. | No data due to Covid-19 |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | No data due to Covid-19 |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | No data due to Covid-19 |
| 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 students today and for the future.

| Academic Year: 2020/2021 | | Total fund allocated: £ | | Date Updated: 25/06.2021 | |
|---|--|-------------------------|---|---|--------------------------------------|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| <p>Create house group competitions by having a different year group focus each day, on Fridays try to involve all children who have not participated throughout the week. Competitions to be a different sport or activity each week.</p> <p>Create links with local sports clubs to increase interest in sports.</p> | <p>Coned off area for competitions in the playground.</p> <p>Competitions to be run by sports coaches and trained play leaders.</p> <p>NS to make contact with AVFC, WBA, Halesowen Athletic and cycling club, Harborne Cricket club, Harborne rugby club etc.</p> | | <p>Unable to complete due to not being able to mix class bubbles.</p> <p>Unable to complete due to Covid-19</p> | <p>Continue with plan in 2021/22</p> <p>Continue with plan in 2021/22</p> | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |

| | | | | |
|---|---|--|---|---|
| <p>Gardening club Healthy cooking club Healthy lunchbox work.</p> <p>Morning activities – When children are lined up ready to come into school – 5 - 10 minutes activity.</p> <p>By having more sporting competitions happening within school, the PESSPA profile will be raised by celebrating success using house points. This will also make children more aware of the Spirit of Sport values (Honesty, Respect, Teamwork, Self-belief, Determination and passion) leading to improved behaviour around school.</p> | <p>Once after school clubs are running (Covid-19 dependant) JW to start these clubs again.</p> <p>All staff at start of day.</p> <p>Sports competitions at lunch times as in key indicator 1. NS to train MDS to run competitions.</p> <p>Zones in the playground to be marked out.</p> | | <p>Gardening and cooking club have been able to run for one term – children are showing a greater understanding of how to eat healthily and grow vegetables from seed.</p> <p>Due to Covid-catch up, this had come off the timetable.</p> <p>Unable to complete due to Covid-19</p> | <p>Continue with this in 2021/22 to allow more children to benefit from this.</p> <p>Continue with this in 2021/22</p> <p>Continue with this in 2021/22</p> |
|---|---|--|---|---|

| | | | | |
|---|--|--------------------|-------------------------------------|--|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| PE lead to arrange training for all teachers. | CPD for all teachers in the areas dance | | Unable to complete due to Covid-19 | Continue with this in 2021/22 |
| PE lead to team teach with teachers who are still lacking confidence in teaching PE. | PE lead to be released from teaching duties to monitor and support class teachers. | | Unable to complete due to Covid-19 | Continue with this in 2021/22 |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Engage children in different sports by running a range of sports clubs at lunchtime or afterschool (Covid-19 dependant) | Teachers/learning mentors to run a range of sports clubs. | | Unable to complete due to Covid-19. | Continue with this in 2021/22 |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | % |

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|---|--|--------------------|--|--|
| <p>Re-join School games to create participation in inter-school competitions.</p> <p>Lunchtime competitions to begin – see key indicator 1.</p> | <p>Liaise with local secondary school, school games leader to arrange more competitions.</p> | | <p>Unable to complete due to Covid-19.</p> | <p>Continue with this in 2021/22</p> |