

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department
for Education

Created by



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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** to the quality of Physical Education, School Sport and they offer. This means that you should use the Primary PE and

- 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 effective way of meeting the reporting requirements of the Primary PE and sport premium.

sustainable improvements
Physical Activity (PESSPA)
sport premium to:

use this template as an



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"> • Termly Healthy Body, Healthy Mind Days ensured active lifestyles and healthy eating was promoted • Continuation of Artsmark Award which developed Dance CPD (including staff confidence.) Year 1 and 5 had Dance workshops with ACE Dance group. These were shared virtually with parents. • PE leader developed a Progression Skills map including all year groups EYFS – Y6 • All classes took part in sports days • Y6 held sports competitions between classes • Staff questionnaire was conducted relating to competence, confidence and areas of improvement moving forwards • Archery equipment has been purchased in order to develop the range of activities on offer • Use of Outdoor Area by Nursery for Forest Fridays to encourage a healthy, outdoor lifestyle 	<ul style="list-style-type: none"> • Continue Artsmark Award developing Dance CPD (including staff confidence) • Further develop afterschool provision to include competitive sports with different schools. • Further develop and promote active lifestyles through termly Healthy Body, Healthy Mind days. • Mini competitions to be held within year groups. • Buy into a scheme to support teachers with planning and to help develop their knowledge. • Monitor the teaching of PE across the academy. -Improve the use of vocabulary within PE lessons. • Improve engagement of all pupils in regular physical activity, aiming for 30 minutes a day within school time.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

Total amount carried over from 2019/20

+ Total amount carried over from 2020/21

= Total carry over to 2021/22

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.

<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 2020. Please see note above</p>	Due to partial closure this data is not available
<p>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</p>	Due to partial closure this data is not available
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Due to partial closure this data is not available
<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 due to Covid 19 restrictions

Academic Year: 2020/21	Total fund allocated: £19,420	Date Updated: 20.07.21		
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: 58% (3% spent)
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>Enable weekly swimming sessions targeted for pupils not able to meet the swimming requirements of the national curriculum https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools</p> <p>Two year groups to take part in Dance workshops and create own performances</p>	<p>Pupils benefit from weekly access to swimming pool and are supported to develop the skills expected for their age Expert coaching leading to the majority of pupils harnessing the skills expected for their age Majority of pupils will be able to swim at least 25 metres unaided by the end of Year 5</p> <p>Year 1 and 5 to create dances and record them as part of the school arts mark. These will be shared with parents.</p>	<p>£3000 Forecast (Swimming pool hire for years 3 (Palfrey Swimming Pool) and 5 (QM Swimming Pool) £630 spent £7500 Forecast (Super Sharky teaching SLA) £0 spent</p> <p>£ 680 (£ 656 spent)</p>	<p>Swimming did not take place due to Covid 19 Partial Closure therefore the data is unavailable.</p> <p>All children in year 1 and 5 created dances and</p>	<p>Continue swimming at Y2/Y3 and Y6 to increase the chances of children exceeding the national expectation. Year 6 top up session to try and increase the percentage of pupils who meet the national minimum standard. Create opportunities for the pupils to learn and perform safe self-rescue Introduce swimming galas to encourage competitive</p> <p>Monitor the use of equipment at lunch times</p>

Increase the opportunity for physical activity at lunchtimes	Resources to be purchased to encourage children to be active at lunch time.		became for confident at performing. This was evidenced and moderated by the Artsmark moderator. More resources were purchased and children used these at lunch times in their bubbles. This helped more children to become more active at lunch time.	and purchase more where nessasary.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5% (4% spent)
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:
Purchase new equipment to support the teaching of PE and ensure a range of different sports are introduced.	Old equipment will be checked regularly and replaced where necessary. New equipment will be used to support both PE lessons and after school clubs	£1000 £ 827 spent	Children have been able to access high quality equipment during PE lessons. These resources have also enhanced	Continue with the expectise of Walsall FC to support teachers. Purchase a scheme to help support teaching

Sports days to be held across key stages			activity levels at lunch times.	with planning and increase confidence
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 5% (3% spent)
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:
Expert teaching of PE curriculum leading to the majority of pupils gaining skills and knowledge. PE lead to attend any CPD opportunities and feedback to staff accordingly PE lead to develop progression map, showing skills developed at each age group	Walsall FC will provide staff with professional development and training. PE lead will be able to support teachers. Release time given for PE lead to support teachers. Progression map to help support development of skills	£1000 £ 651 spent	Staff gained more confidence in teaching PE. Progression maps detail the skills each year group are working towards which shows progression between each year group.	Continue with the expertise of Walsall FC to support teachers. Purchase a scheme to help support teaching with planning and increase confidence

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12% (2% spent)
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:
Add archery to long term plan for KS2 to increase the sports available to children. To offer the children of year 5 and 6 a School Residential Trip	Children in KS2 will have access to a broader range of sports that they otherwise would have no opportunity to take part in To make sure the children of year 6 are experiencing something new. To encourage pupils to take on leadership or volunteer roles that support sport and physical activity outside of school. They will be trying new sports and activities that are not available within our local area. In addition, it will offer a broader experience	£390 (£368 spent) £2000 (£0 spent)	Children enjoyed participating in an activity they have never done before. Children were given the opportunity to improve their performances. Children that are not comfortable taking part in running sports enjoyed a more relaxed sport. The Year 5/6 residential did not take place this year due to Covid 19 Partial Closure	Offer Archery to a wider group of children Arrange outdoor adventure days at local centres. A Year5/6 Residential will be booked for next year (Covid 19 restrictions permitting)

	of a range of sports and activities offered to those pupils who are Secondary ready			
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation: 6% (0% spent)
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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:
In school competitions, between classes in each year group, including competition between classes. Competitions against other schools	Resources needed to be ordered for sports day and rewards given to help encourage participation. Year 6 classes to hold a sports afternoon, taking part in games against each other. Use of minibuses to take children to competitions.	£Midas training £1200 (£0 spent due to training not taking place)	All children took part in sports day and competitive activities. All year 6 children engaged in competition and sense of achievement was given for all those taking part. Due to Covid, competitions against other schools did not take place.	Take part in competitions against other schools

Signed off by	
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