

# 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](http://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](#).



Created by:



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## Details with regard to funding

Please complete the table below.

|   |            |
|---|------------|
| Total amount carried over from 2020/21  | £19,705.01 |
| Total amount allocated for 2021/22  | £19,400    |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £23,331.99 |
| Total amount allocated for 2021/22  | £39,045.01 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £39,045.01 |

## 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><b>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</b></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><b>N.B.</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.</p> <p>Please see note above</p>  | 47% |
| <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>  | 47% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 51% |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>   | Yes |

## 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:   | Date Updated:                             |  |   |
|--|---|---|--|---|
| <b>Key indicator 1:</b> 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:<br>25.6 % forecast<br><b>21.4 % spent</b>  |   |
| 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 to be held to help increase the number of children taking part in physical activity.<br>Increase the opportunity for physical activity at lunch times   | Year group competitions to be held throughout the year- rewards to be given for participation. Sports coaches to plan different activities for children to take part in. Purchase further resources to encourage children to be active. Set up sports leaders from each class to be in charge of equipment at playtimes | £10,000 forecast<br><b>£8364.18 spent</b> | Competition between classes have increased the number of children taking part in sport. We have had 6 different after school clubs running across the year offering a variety of different sports. | Sports leaders need to be developed further to enhance physical activity at lunch times. Children are using the equipment but would like more directed activities from dinner staff or sports leaders to increase physical activity. Purchase medals/rewards for those winning. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |  |   |   | Percentage of total allocation:  |
|---|--|---|---|--|
|   |  |   |   | 12.8 % forecast<br><b>2.6 % spent</b>  |
| 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:   |
| Celebrate achievements of sporting teams with the rest of the school. Purchase new equipment to support the teaching of PE and ensure a range of different sports are introduced. | After competing in competitions, either in school or with other schools, children's participation and achievements will be celebrated in assemblies and on the weekly newsletters. old equipment will be checked regularly and replaced where necessary. New equipment will be used to support both PE lessons and after school clubs. | £5000 forecast<br><b>£1007.84 spent</b> | Children who have had sporting achievements have been celebrated during our weekly praise assembly.<br><br>New equipment has been purchased to ensure lessons are taught to the best possible standard. This equipment has also been used for after school clubs. | Continue to regularly check equipment and replace where needed. Ask staff if there is any equipment missing or needed for lessons. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |   | Percentage of total allocation:          |
|---|--|--------------------|---|--|
|   |  |                    |   | 7.7 % forecast<br><b>3.8% spent</b>      |
| 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>Subscribe to a scheme to help support the teaching of PE.</p> <p>PE lead to attend any CPD opportunities and feedback to staff accordingly</p>  | <p>Look to purchase Get set 4 PE or a trust wide scheme. This will help to improve teachers knowledge and therefore the quality of teaching. <a href="https://www.getset4pe.co.uk/">https://www.getset4pe.co.uk/</a></p> <p>PE lead will be able to support teachers. Release time given for PE lead to support teachers</p> <p>Walsall Football club to work with 2 members of staff delivering CPD on areas of PE they are less confident with.</p> | <p>£3000 forecast</p> <p><b>£1481 spent</b></p> | <p>We have purchased Get Set 4 PE. Teachers and sports staff have been following the plans provided, ensuring progression through out the school. This has also helped improve the knowledge and confidence of teachers, teaching PE.</p> <p>Walsall football club worked with 2 members of staff, to develop subject knowledge. This has also helped build their confidence teaching PE.</p> | <p>Continue to work with Walsall football club to provide further CPD for other members of staff.</p> <p>Continue to subscribe to Get Set 4 PE, for teachers to use to ensure progress of knowledge and skills.</p> |
|--|---|---|---|---|
| <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>  |   |   |   | <p>Percentage of total allocation:</p> <p>10.2% forecast</p> <p><b>6.4% spent</b></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>   |
| <p>Add archery to long term plan for KS2 to increase the sports available to children. Arrange outdoor adventure days out for children in order to give them experience of different outdoor activities.</p> | <p>Participate in as many school competitions as possible. Keeping a record of these and the children that are taking part. Transport will be needed to take children to competitions outside school.</p> <p>Y6 to go to woodlands Camp, spending the day experiencing canoeing, rock climbing, assault course and orienteering</p>   | <p>£4000 forecast</p> <p><b>£2480 spent</b></p> | <p>Archery has been added to Y6 long term plan. Children are now accessing a sport they would have never had the opportunity to participate in.</p> <p>Y6 spent the day at Woodland camp, taking part in; Canoeing, bush craft and an obstacle course. All children participated in all activities and new experiences.</p>   | <p>Continue to use archery in lessons and look to add an archery afterschool club.</p>  |



| Key indicator 5: Increased participation in competitive sport   |  |                                      |  | Percentage of total allocation:                                       |
|---|--|--------------------------------------|--|---|
|   |  |                                      |  | 7.7% forecast<br><b>6% spent</b>                                      |
| 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, to be held throughout the year. Children will be given the opportunity to take part in competitions against other schools as part of primary Walsall school group Sports day to be held in each key stage phase to ensure all pupils take part in competition | Participate in as many school competitions as possible. Keeping a record of these and the children that are taking part. Transport will be needed to take children to competitions outside school. | £3000 forecast<br><b>£2380 spent</b> | Children have had the opportunity to take part in football tournaments as well as dodgeball. The children experienced playing sport against other schools and this helped them build resilience, as well as team work. All children took part in sports day activities where they had to work as a team. | Increase the amount of competitions both in school and out of school. |

|                 |                      |
|-----------------|----------------------|
| Signed off by   |                      |
| Head Teacher:   | <i>H.K. Mitchell</i> |
| Date:           | 27.07.22             |
| Subject Leader: | M.Brackstone         |
| Date:           | 27.07.22             |
| Governor:       | Tania Craig          |
| Date:           | 27.07.22             |