

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022



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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2021/22	£19,650
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£19,580
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£

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>	60%
<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.</p> <p>Please see note above</p>	60%
<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>	28%
<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>	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 pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £19,650		Date Updated: July 2022		
<p>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</p>					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?:		
<p>To encourage children's and teacher's participation in Physical Activity.</p> <p>Ensure there is a range of extra-curricular activities and not just competitive sport.</p> <p>To continue to provide Year 3,4,5 with swimming lessons (Super Sharky's)</p>	<ul style="list-style-type: none"> • Sport Coaches deliver a range of lunchtime activities to all children (especially encouraging those who do not wish to take part). • Sport coach to deliver archery, badminton during lunchtimes. To provide enrichment for children. • To increase the percentage of pupils who can swim at least 25m • To increase the percentage of pupils who can swim at least 50m • To celebrate pupil's achievements with accredited swimming certificates/badges 		<p>£14,603.51</p> <p>Super Sharkeys (Tuition and badges) – £6,435.00</p>	<p>We have introduced a range of lunchtime activity clubs. Where every child is required to take part in a club once a week, whether its volleyball, cricket, capture the flag and Friday fitness. This promotes participation and physical activity. Not only this, every child is included in some sort of physical activity.</p> <p>If a child is not in a club, then there are other activities provided on the playground.</p> <p>Children will be inspired to pursue other PE activities learn new skills.</p> <p>Behaviour has been better on the playground during lunchtimes,</p>		<p>Sustainability and suggested next steps:</p> <p>Promote the daily mile within the school routine. Introduce rewards. Encourage children to take part.</p> <p>Continue the lunchtime clubs. Change the activities termly, so children will be interested to continue to take part such as archery, football.</p> <p>Continue the swimming scheme, as children enjoy the sport and do not regularly take part in swimming in their home lives.</p>

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<p>To ensure and encourage children to participate in the Daily Mile challenge and record appropriately</p>	<ul style="list-style-type: none"> • Allow children to complete the Daily Mile throughout the day. During break times and lunchtimes. 		<p>due to the activities.</p> <p>In swimming, children's confidence to swim 25m has increased. They feel valued achieving badges and certificates.</p> <p>Children take part in the daily mile through break and lunchtimes. An adult on duty promotes the walk, jog or run.</p>	
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<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: %</p>
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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>To continue to increase physical activity during lessons across the curriculum.</p> <p>To make everyone aware of the PE curriculum and display achievements</p> <p>Display awards and trophies.</p> <p>Maintain School Games Silver Mark Aim to achieve the Gold Mark.</p>	<ul style="list-style-type: none"> • Teachers to provide activity that is more physical within their lessons where applicable. Example, Geography, the use of reading a map could be part of an orienteering lesson • Sport coach and PE coordinator to attend PPA meetings to suggest ideas if needed. • To improve children's 	<p>Trophies, stickers- £37.66</p>	<p>We have taken part in a range of Cross-curricular activities, due to the Birmingham Commonwealth games. Children have enjoyed taking part in physical activity as a learning strategy to improve their mathematical, geographical knowledge and understanding. They now know about the commonwealth countries and the sports that are taking place.</p> <p>School Games Silver Mark achieved.</p>	<p>Aim to get gold mark in school game award.</p> <p>Continue to have theme days where PE activities are involved.</p> <p>Continue to recognise children's achievements and celebrate them. Announce them on the school letters and website.</p> <p>Re introduce the PE leader role within school. Make sure</p>

	<p>problem solving skills, team building and map skills through the use of outdoor education.</p> <ul style="list-style-type: none"> • Whole school display to celebrate achievements, show inspirational Sports men and women and give the opportunity for children to see what is being taught in PE across Palfrey. • PE stickers to reward children • PE coordinator given time to look at Gold Sports Mark. 		<p>We have introduced Sports star of the Week, where a child is nominated from each class to achieve the award. This allows the child to feel valued for their effort and performance.</p> <p>Children more aware of PE within the school and across year groups.</p> <p>Children are proud to see their achievements and continue to want to do better in PE.</p>	<p>children are aware who they are and what their role is. Provide badges for sport leaders to wear. New bibs? Make sure PE leaders have meeting with the PE coaches for support.</p>
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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 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"> To improve teacher is confidence and quality of teaching of Physical Education. Offer a range of developmental courses for the sports coach on areas needed. (Outdoor Education) 	<ul style="list-style-type: none"> Funding experienced sport coaches to deliver and support teachers when teaching lessons. PE coordinator to support teachers with individual needs, when teaching. Whether it is ideas for activities or generally teaching them the rules of a sport, they have not played before. Coach to take a step back and allow the teachers to teach more independently. Provide INSET from Sport coach Coach will be able to teach quality extra-curricular activities. To ensure children have the best knowledge given to them. Coach having opportunities to be taught outdoor education. In the future, school can achieve 'forest 		<p>Having a 'quality assurance' week looking at PE. Areas have been identified for improvement in the teaching of PE and an action plan has been developed to support teachers and promote PE.</p> <p>Observations have been carried out and feedback given to teachers. These observations have supported teachers by suggesting improvements. Teachers are beginning to feel confident when teaching PE.</p> <p>Sports coach has had training on Outdoor Education and the activities that can be taught to the children. Outdoor learning afternoons have been introduced, to teach children extra-curricular activities.</p>	<p>Teachers need to be able to teach independently and not rely on the sports coach. INSET on the different activities that could be taught during lessons.</p> <p>Teacher and pupil feedback questionnaire to be issued.</p> <p>Coach continue to support, suggesting ideas and giving confidence to the teacher.</p> <p>Continue to offer sports coach training for a range of activities.</p> <p>Continue to be a part of the Streetly Network, who provide training and competitions.</p>

	<p>school' status</p> <ul style="list-style-type: none"> • Help will be received from CADMUS schools 		<p>Children are excited they are learning something new in a different environment. In addition, they are thrilled that they are learning potential life skills.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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"> • To allow children to participate in a range of physical activity and sport. • To provide a wide range of enriched opportunities for gifted and talented. • To ensure quality Outdoor Education is being taught as part of the curriculum, offering activities such as orienteering, team building and problem solving. • Ensure there is a range of 	<ul style="list-style-type: none"> • To provide more opportunities for children to access a wide range of sports in after school clubs. (archery, badminton) • To provide more opportunities for children to take part in more outdoor education activities. • Increase non-traditional sporting activities, such as volleyball, tri-golf • Introduce 'Sport Project-Change makers' in partnership with the 	<p>£347.61 resources</p>	<p>Children have experienced a range of activities during lunchtime clubs, such as volleyball.</p> <p>Children have increased levels of enjoyment and participation and seem to be more engaged within lessons.</p> <p>Children from year 5 had the chance to plan an activity for sports day, as part of the Commonwealth Games. They enjoyed taking the ownership of the activity and taught the leadership skills needed. The</p>	<p>To provide more clubs aimed toward the SEN such as boccia and allow them to take part in competitions.</p> <p>Continue to allow children to take part in non-traditional activities and outdoor learning.</p> <p>Update of resources.</p>

<p>extra-curricular activities and not just competitive sport.</p>	<p>Commonwealth games 2022. Children to plan and prepare Sports Day. Children will be linked with a school in Ghana. Children will receive training and virtual sessions.</p> <ul style="list-style-type: none"> • Gifted and Talented- Trips offered, Commonwealth games, Edgbaston cricket club, Bescot stadium? • Make sure resources are available. 		<p>enjoyed doing this.</p> <p>Not only this, the Commonwealth partnership allowed children to take part in organised activity days, where they experienced new sports. Children were engaged and motivated to participate.</p>	
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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:
<ul style="list-style-type: none"> To increase participation of children taking part in CADMUS and local area competitions. Due to Covid 19 this may not happen. To increase participation of children taking part in intra school competitions (not just sports day). 	<ul style="list-style-type: none"> To transport children to and from competitions. To make sure resources and sports kit are adequate. Complete questionnaire or survey on what intra school competitions the children wish to compete in. From that form new teams, to increase further participation. Purchase trophies, stickers Make sure sport resources are available 		<p>Due to COVID we have not been able to take part in many inter school competitions with other schools. However, we have been hosting competitions within school. Children have loved taking part and enjoyed working as part of a team.</p>	<p>Take part in competitions throughout the CADMUS schools and what the Streetly network offer. If we do this, then we could get the Gold Sports Mark at the end of the academic year.</p> <p>Host our own dance festival within school.</p> <p>Make sure there is funding for transport</p>