

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](https://www.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	£ 7000
Total amount allocated for 2020/21	£ 15,906
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 16,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 16,000

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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 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	80%
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	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%

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 pupils today and for the future.

Academic Year: 2020/21		Total fund allocated:	Date Updated:	
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:
- Increase children's engagement in PE and physical activity throughout the day as a response to COVID19 and to support the children's mental health in school. - Purchase new equipment to support teaching, extra-curricular and break / lunchtime sports. - Improve the access to and the quality of resources.				%
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:
All children will have access to an increased amount of daily/regular physical activity during the school day. Increase in the range of resources and games on offer as well as increase in frequency of activities. The impact of this is planned to be increased uptake in physical activity, achieved through offering a broad range to appeal to all pupils and support of physical and mental health. This will also be offered in after school clubs.	- Review all current playground equipment available for the children. Questionnaire staff and children about equipment needed. - Review all PE equipment to currently available. Questionnaire the staff to see what equipment is needed. - Order an increased variety of equipment to allow a variety of new and disability sports to be accessed.	<u>Resources</u> <u>New Sports</u> £1,031.23 <u>New</u> <u>Playground</u> <u>Resources</u> £600 <u>Athletics</u> £450 <u>Orienteering</u> £60 <u>Forest School</u> £100 <u>Total:</u>	A questionnaire, School Council discussion and Staff Meeting led to the ordering of resources that the school needed in order to develop provision in 'Inclusion Sports' and also general sport and playground equipment. By asking all stake holders we have equipment that staff and children alike all needed and wanted. This has allowed specific sports to be developed and children to engage more in physical activity within the school.	We now need to implement all the resources into the curriculum with children having the opportunity to take part in 'inclusion sports' and have a wider variety of clubs provided for the children by outside agencies as well as staff in school. We will also work on developing playground games and the structure of the playground activities to allow resources to be rotated amongst the children and for

		£2,241.23	Children have played a wider variety of games on the playground with more age specific toys. This has resulted in children being even more active at playtime. The uptake in basketball has been high with the use of two basketball nets and each class having their own balls. The resources purchased have enabled us to resource PE lessons very effectively, increasing the amount of active physical time. The new resources have enabled us to teach new skills, particularly in athletics with shot putt, javelin and discuss being taught in Key Stage 2. Sports Day reflected this with a wider range of field activities for the children to take part in, especially for Key Stage 2. School Clubs have reflected a wider variety of sport with: Cricket Club, Football Club, Netball Club, Tag Rugby Club all being provided after school.	them to access a wider variety of resources by having possible zoned areas. This will be developed by the Lunchtime Team and through Play Leader training.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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	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:

consolidate through practice:				
For all pupils (and staff) to better understand and use the 5 Multi – ability cogs from real PE to enhance their overall behaviours around school and their learning abilities: creative, personal, social, physical activity and health. To apply real PE’s progressive learning nutrition across all teaching and subject areas to enhance pupils’ ability to become independent, supportive and effective learners in all areas. To share and celebrate the efforts, achievements and activities being undertaken within and beyond PE with parents, friends and the local community, thus having better local engagement, support and links between home and school.	- To apply the 5 Cog resources and understanding to classroom teaching. - To use Cogs as themes to enhance whole school ethos / mission of “Living our values every day” via assemblies, newsletters, website & home school platforms. - To use the Learning Nutrition as source of CPD for teaching and learning, to use for performance reviews & observations. - To have regular newsletters including Values of school, activities being undertaken by children, written by School Council, Sport Council or young Leaders. - To have outside noticeboards, or indoor cabinet with photo’s, certificates etc to raise positive community	<u>CPD Cost</u> £850 (Gym training day) £80 (Dance training day) <u>Subscription costs for REAL PE</u> £495 (paying for 2 years) = £990 <u>Total:</u> £1,920	Staff have developed an understanding of the use of COGS and REAL PE. Three members of the staff have been using the scheme extensively. The REAL PE day that we had developed all staff’s skills in PE and showed all staff how we can use REAL PE in the next academic year to develop children’s fundamental movement skills in a fun and exciting way. Staff now have confidence to deliver the session in and outside of the hall. Children have had mixed response to the scheme. The younger children have really enjoyed it in Key Stage 1. The children in Key Stage 2 enjoy doing it but need more discussion and explanation as to why we are doing fundamental skills balanced with different sports. The Newsletter has become the basis for celebrating success. Children have brought in trophies and medals from outside of school and this has been celebrated in Celebration Assembly. This has displayed to	REAL PE needs further development by embedding the new scheme of work from September with all staff teaching the units. Children in Key Stage 2 need to have a clearer understanding of why they are using and learning fundamental movement skills and how this will help them develop in other sports. The Learning Nutrition needs to be developed with staff and children once the REAL PE curriculum and scheme has been embedded in early Autumn.

	engagement beyond academia.		parents and children that we celebrate their success in the school community as well as in school.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
• Raise the standard of teaching and learning across the subject with related CPD opportunities. • Improve the fundamental skills throughout the curriculum				%
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:
Implementation of REALPE teaching scheme into school in order to impact on the improvement of teaching fundamental skills in PE and the enjoyment of the subject by teachers and children. Assessment and development of fundamental skills via the purchase of a class set of iPads in order to impact on the review and development of	- Purchase of REAL PE scheme (Gym and Dance) and implementation via CPD from PE Co-ordinator to support the planning and delivery of PE lessons. - Quotations and purchase of Interactive Whiteboard to aid the teaching development of REAL PE within the school hall. - Monitoring of PE lessons to assess the impact of the scheme on PE teaching in school.	<u>Technical Resources</u> £4,100 (new interactive board) £4,100 (new set of 10 iPads) <u>Total:</u> £8,200	REAL PE CPD has been given staff the confidence and knowledge to be able to implement the new scheme both inside the hall and outside on the playground. New CPD days will support the development of Gymnastics next year. New interactive whiteboard has made the hall a very effective place to teach PE. All lessons are able to be made interactive for the children and there is clear vision for all around the room. Staff are able to teach from the board and not have to go back to the computer. This makes lessons more fluid and active for the	Children have an understanding of how to access the material in REAL PE and extend their learning. Staff use of the iPads still needs development for complete confidence. REAL PE evidence has started to be developed but will need further evidence next year when all teachers are teaching REAL PE. This will correlate with the Whole School Monitoring plan.

increased attainment and progress in PE.	- CPD and training for the development of iPad use to measure impact in PE. - Collate evidence of PE fundamental skills across school via photo and video evidence.		children.	
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:
Additional achievements: Development of new resources to provide children with a wider variety of games and activities in PE and on the playground helping develop a further enjoyment of sport and increased amount of physical activity during break times.	- Identification, order and purchase of new equipment for all year groups. This will include the purchase of archery sets, kurling sets, boccia sets and shuffle boards. - CPD on how to use the resources and the types of games that can be played. - Questionnaire staff and pupils on the impact of the new resources and the new sports the children have experienced.	Resources £959 (included in total in Key indicator 1) Special Days and Coaching £2,000 (Quidditch, Fencing, WCCC and Worcs Warriors)	Children have experienced a great deal more types of sports over the last term due to the reduction of COVID restrictions. - Worcester Warriors have delivered taster days. This created greater desire for a rugby club after school that was very well attended by KS2 children. - Worcester County Cricket Club have delivered 6 weeks of coaching to all children. This has linked with the All Stars and Dynamos cricket initiative and we have seen an uptake for cricket clubs in	Links have been made with Worcester Warriors, Kidderminster Harriers and Worcestershire County Cricket Club. We can now develop these links to offer clubs to the children after school. We have a link to providers of fencing and quidditch to provide more clubs after school for the children that has been identified as a need via the Whole School Questionnaire from parents.

			the community and in school. - Fencing was an inspirational day that the children have spoken about for a long time after the event. The children were inspired to be active and some children, who do not like traditional sports, should a real enjoyment of sport. - Girls Football CPD offered the opportunity for children in Year 5 and 6 to play football. This linked to a Girls Football tournament has inspired the children to take part in a girls football club and have members of the team take up football outside of school. - Staff have watched the sessions in cricket and rugby, developed their own confidence and CPD in the sport to be able to teach it to our own classes next year.	
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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:
Children will take part in competitive games within their own class bubbles within school in order to impact in the increased application of fundamental skills and participation in organised support outside of school. CPD from Kidderminster Harriers football coaching supporting competitive sport within their own bubbles, Worcester County Cricket Club and Worcester Warriors Rugby Club and the increased participation in organised sport outside. After School Sports Clubs will be organised and run. These will form the basis of extra physical activity for the children and as part of practise for competitive team events.	- PE lessons will feature competitive sport within lessons where children will play against each other. - Hiring of a Sports Coach to assist in the running of an internal Sports Day. - Children will take part in competitive football sessions in sessions with football coach. - Children will take part in Cluster events in football, netball, athletics etc as part of the Chantry Sports Partnership. - School will become a paid member of Chantry Sports Partnership for organised	<u>YST Membership</u> £1,489	Children have taken part in competitive sports throughout the year as and when COVID has enabled us to do so. This has developed the children's confidence, self esteem, competitiveness, team work and will to win. Below are the activities the children have taken part in competitively: - Cluster Girls football - Cluster Golden Trophy Football Cup - Cluster Cross Country - Year 6 Sports Day - School Sports Day - Cluster Rounders (postponed due to COVID) - Cluster Netball	This will be sustained and developed next year with the reduction in COVID affected events. The cluster has already started planning events and we will need events for children in both Key Stage 2 and Key Stage 1.

	competitive sport with Cluster schools.			
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Signed off by	
Head Teacher:	James Dennis
Date:	18 th July 2022
Subject Leader:	James Dennis (temporary lead in place of Jenny Goble)
Date:	18 th July 2022
Governor:	Kate Leach (on behalf of the Resources Committee)
Date:	