

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](#) 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 2021/22	£ 5,061
Total amount allocated for 2021/22	£ 17, 790
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2021/22	£ 22,851
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2023.	£ 0

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 2022:	Areas for further improvement and baseline evidence of need:
• Every year group has had access to a specialist sports coach to teach PE sessions alongside the teachers to develop teachers' knowledge and skills of PE and Games. • Each year group has worked with the school games co-ordinator from our Secondary Feeder School, Blessed Edwards. The children have experienced a variety of sports through her visits. • Competitive sporting events have taken place. Children have had the opportunity to participate in netball, football, swimming and Athletics events. • Lunchtime Club to develop active play and games with Sports coach. • Balance ability training took place for the Reception class in the Summer Term. • Offer of sporting clubs for children – Football, netball, multi-skills and Summer Sports afterschool clubs took place • Football Workshop with Kidderminster Harriers for each year group and Year 5 took part in their football fitness program.	• Develop Staff knowledge of use of large apparatus Gymnastics. PE lead to support and provide opportunities for team teaching, • Continue to provide increased opportunities for all pupils to take part in a variety of sporting events including competitive games. – link with other schools. • Continue to raise profile of daily exercise – use of running Track built on edge of KS2 playground/grassy area to encourage classes to participate in daily physical exercise. • PE lead to support dance sessions with teachers in the Autumn Term 2022 after training session from 'Dancefest'- KS2 staff will receive a dance workshop in the Autumn Term 2022.

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	73%
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	63%
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	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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: 2021/22		Total fund allocated: £ 17,790 (£5,061 with carry forward)		Date Updated: July 2022	
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:
					60%
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:
*Continue to improve outdoor area facilities in the KS1 playground and forest school area. *Develop children’s gross motor skills, balance and co-ordination *Improve equipment so that it is used daily. *Improve children’s games knowledge *Purchase football and cone equipment	*To develop the children’s gross motor skills. *Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical fitness and well-being. *To help children foster a love of being active.		Equipment £300 Sports Coach £475 £ 3,695 Climbing Stack & £9,291 Get set Go Blocks!	*Positive attitudes to health and well-being. Children across the school more active on a daily basis and enjoy being active. *Children taking part in daily activities using the running track .	*Ensure all children have access to the equipment. *Continue to gather feedback from Staff and Lunchtime Supervisors and act upon this. *Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time.

	*To develop pupil participation in skipping and keeping fit. *To foster an enjoyment for being active. *To improve the physical and mental well-being of the children. *To engage children in active participation at lunchtime.		*Footballs purchased for PE lessons. *Children's knowledge of games has increased and this evident at lunchtimes.	*Monitor engagement of children at playtime and lunchtimes with equipment. *Refresher session with pupils to revisit games and maintain interest.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
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:
*To increase the available opportunities for children in extracurricular sport using external coaches and staff within school to increase club offerings.	*To ensure that children in all year groups have access to a sports club each term. *To increase the number of pupils participating in extra-curricular sport.	£300	Children in year groups 1 -6 were provided with the opportunity to participate in a wide range of sports clubs in the Autumn Term and Summer Term. These included: netball, football, multi-skills; and summer sports. There was high demand for places again. All clubs were working at full capacity.	*Establish SEN and vulnerable pupils for 22-23 and those who would benefit from clubs to increase physical activity and mental well-being. *To monitor breakdown of clubs offered on a termly basis and an analysis of their uptake. *To carry out pupil questionnaire and staff feedback.

*To ensure opportunities for all children to participate in School Games sporting events working with our Secondary Feeder School, Blessed Edwards.	As a school we contribute to fund the Catholic school's partnership which provides: the opportunity for all pupils to participate in games activities with other schools and experience a variety of different sports.	£2,000 for partnership with Sports Co-ordinator	*All year groups have experienced a variety of sports through her visits including: Multi-skills (YR and 1); Athletics (Y6); Tag Rugby (Y4); Dancefest (Y5); Summer Sports (Y3) and OAA (Y6); Flics gymnastics (Yr 2); Yrs 3 & 4 Cross Country; Tri-Golf (Yr 4); Dance Fest (Yr 5); Gifted and talented (Yrs 5/6)	*Continue to monitor different sporting opportunities and provide feedback to Gemma Ingram, Sports co-ordinator.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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:
*Specialist PE coach employed to teach PE sessions alongside teachers.	*To develop teacher knowledge and skills of PE and Games – PE sports coach to help upskill teachers through modelling lessons, team teaching and planning. Classes rotate to ensure all teachers benefit from coach expertise. *Subject lead to attend relevant sports conferences and network meetings to gain relevant information and updates.	AJB Sports: £2500	*Teachers have expressed an increase in confidence and knowledge with regards to the delivery of Physical Education. *Enhanced quality of provision for children. *A more inclusive curriculum which inspires and engages all pupils *Subject PE lead attended relevant meetings (virtual) and increased knowledge of new developments and updates.	*Review staff feedback, confidence and competence in delivering high quality PE and school sport and support staff with further CPD opportunities. *Lesson observations to monitor to effective use of specialist coach to support teachers. *Support new staff members with the teaching of PE curriculum and identify any training needs.

*PE lead to provide guidance in lessons to develop and support teachers in their knowledge of teaching quality PE lessons.	*To develop teacher's knowledge and skills within the PE Curriculum. *To monitor the quality of PE teaching and support staff where necessary.	Non-contact time for PE lead £150 PE planning scheme subscription: £140	PE Planning - *The PE scheme of work for has assist staff in planning and assessment. This has supported reviewing current practice and amending Curriculum content accordingly. Staff knowledge has increased and they are continuing to embed the new curriculum areas. *PE curriculum offers a broad and balance curriculum, providing the children with a range of PE/Sports.	*PE lead to monitor PE Curriculum through observations and feedback.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 13 %
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: *Forest School Sessions	*Proportion of basic salary of Teaching Assistant who Forest School Lead qualified, providing regular outdoor sessions for pupils.	£2,000	*Regular physical activity managed risk-taking increases confidence and independence, whilst supporting children's mental well-being	*Continue with Forest school Lead next year. *To train an additional staff member in forest school for succession planning.

*To provide balance ability training for Reception Class.	*To increase the number of children who can ride a bike. *To improve children's confidence, gross motor skills, fitness and co-ordination.	£1000	Balance ability training took place in the Summer Term. *The children thoroughly enjoyed the sessions and showed an increase in balance, co-ordination, confidence and skill. 91 % of Reception children achieved their first stage of balance ability – cycling with confidence on the balance bikes 39% were able to ride a bike successfully	*To continue next year.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
*Increase opportunities for children to attend sporting events. *Continue to offer opportunities for children to participate in competitive tournaments at different levels working with our Secondary feeder School, Blessed Edwards.	*To provide transportation to sporting festivals and events. *To provide opportunity for pupils to participate in competitive games with other schools.	£550 for transport	*School was able to attend a range of competitive sporting activities at BEO.	*To monitor through Staff feedback and pupil questionnaire *PE lead to liaison with Sports Co-ordinator Gemma Ingram at BEO to help shape the offer for our pupils and of the highest quality. *Investigate further use of inter house competitions in KS 2/children leading own events.
*Attend competitive football, Netball, Athletics and Swimming tournaments with Catholic Cluster Schools and RGS.	*To provide transportation to sporting festivals and events. *To provide opportunity for pupils to participate in competitive games with other schools.	£450 for transport	*Children were able to take part in competitive tournaments. Successful results achieved in many sporting areas. Under 11 Netball team won the RGS Schools Trophy and came 2nd in the City Schools League, Bronze, silver and Gold medals won at Athletics and Swimming. Under 9 boys won Swimming trophy. CTA Netball: Under 9 and 11 netball team came third CTA Football: Under 9 Team came second.	*To continue to provide opportunities for children to take part in further competitive sporting events.

Signed off by	
Head Teacher:	Mrs G Gittins
Date:	18 th July 2022
Subject Leader:	Mrs E Paterson
Date:	15 th July 2022
Governor:	Dr M Hanlon
Date:	22 nd July 2022