

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 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 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,845
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,845

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>	
<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 2022.</p> <p>Please see note above</p>	53%
<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>	63%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	83%
<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: £18,845		Date Updated: 28.7.2022	
<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: 27%
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:
Pupils take ownership of their physical activity during free time	<p>Pure Sport coach timetabled to offer focussed sports activities during lunch play time.</p> <p>Lunch time supervisors to actively encourage pupils to take part in physical activity</p> <p>With the Vice Principal, Lunch Time Staff to identify less-active pupils to target for active sessions</p> <p>Lunch time supervisors to trial playing music outside, to encourage pupils to dance and move (portable speaker to be purchased)</p>		£5000	<p>1.4.2022 – Pupil voice- pupils explained how to stay physically healthy</p> <p>Spring/summer reviews with MB- MB leads lunchtime physical activities from 12-1pm every day.</p> <p>Monitoring walks May, June 2022 Pupils actively take part in activities offered by Pure sport coach and LTS- pupils enjoy these activities (Pupil voice.)</p> <p>Review and planning meeting with LTS 24TH June 2022- Active opportunities at lunch time to also feed into CST principals,</p> <p>More vulnerable pupils signposted to LTS to specific activities- Aut, Spr, Summer 22</p>	<p>Continue to timetable Sports Coach-led lunch time activities</p> <p>Explore and develop more successful ways to encourage dance and movement using speaker</p> <p>Consider creating opportunities where parents and children can be active together</p>

			Successful Case study of Y1 pupil. Speaker for lunchtime dance upgraded- Summer 22 Children are able to move in an alternative way and engage is focused physical activity.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation:
5%

Intent	Implementation	Impact	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?:
Promote participation in sports/physical activities, both in and out of school	<p>Celebrate physical activity achievements (both internal and external) in weekly "Gifts of God" assembly</p> <p>Share and encourage local sports clubs or activities</p> <p>Re-introduce Walk to School initiative and encourage pupils and parents to participate</p>	£1000	<p>Weekly gifts of God celebrations- children take pride in being awarded for sporting achievement- (tournaments.)</p> <p>Afterschool football club- Summer term- attendees articulate their thorough enjoyment- personal development of pupils enhanced.</p> <p>Walk to school- Pupil voice May 2022- children enjoy the challenge and commented how they do this to help them be active and healthy.</p> <p>Beat the streets- current-pupil/parent voice 4.7.22- Y3 pupil and parent both voiced</p>

			their love of beat the streets, engaging the children to stay active and their family	
Improve punctuality of identified individuals	Encourage pupils with poor attendance to attend before-school sports club – offer financial support where needed for this		This has had a significant positive impact and the child no longer needs to attend before school club!	Review and identify whether further children benefit from this
Children have a better understanding of school's expectations of manners and learning behaviours	Sports coach to run 'nurture sport' and 'learning behaviours' sessions with identified year groups Peer Mentors group to start, encouraging pupils to take on leadership roles to encourage sport for other pupils		Peer mentors weekly- Autumn, Spring, Summer-meeting agendas shared with Vice Principal by Pure Sports coach Peer mentors take an active role in supporting physical activities at lunch time- learning walks summer 2022.	Review Nurture sport provision and how it can be further developed

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				63%
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>All staff (including new staff) confident to teach all areas of PE; to assess PE skills and knowledge; and to be able to plan to meet the needs of all children.</p>	<p>Staff to team teach with PE coach, during lessons to develop their own skills and knowledge to deliver PE (Staff to assess PE using school tracker to identify progress made by children and areas for development)</p> <p>Sports coach to lead staff meeting on teaching P.E. lessons</p> <p>Staff to become familiar with progression in skills for PE and understand how to differentiate activities to ensure all children can participate and progress.</p> <p>Sports coach and teacher work together on planning suitable activities for pupils, based on assessment</p> <p>Relevant staff attend swimming training for teaching of swimming sessions</p>	<p>£11,823</p>	<p>Staff are developing their skills and knowledge of the PE curriculum which ensures that they can independently lead their PE sessions – Staff assess and evaluate PE using Target Tracker which enables progression of skills and knowledge across year groups.</p> <p>Sports coach led PE staff meetings- 30.11.21, Staff voice- staff felt upskilled on the requirements of PE to enable progress and inclusion.</p> <p>Swimming training- attended by relevant staff members Sept 21</p>	<p>Ensure new staff engage with team teaching and staff meetings to develop skills in teaching PE</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:
5%

Intent	Implementation		Impact	
<p>Promote outdoor learning and physical activity through a broader range of activities</p>	<p>Year 6 residential trip includes opportunities for participation in sports not offered in school (e.g. rock climbing)</p> <p>Discussion with external after-school sports provider regarding</p>	<p>Funding allocated: £1022</p>	<p>Astley Burf residential- February 2022 Y6- High ropes, archery, climbing wall.</p> <p>PD trained as Level 3 forest school lead- Forest school lead has planned and mapped out tailored sessions linked with our curriculum.</p>	<p>Develop and embed Forest School provision, following training staff member</p>

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	<p>which sports to offer</p> <p>Train key member of staff to become forest school leader</p> <p>Offer after-school gardening club</p> <p>Participate in sports opportunities provided by MAC secondary school</p>		<p>After school gardening club weekly- pupil voice June 2022- children 'love' being in gardening club and comment particularly on the planting of the Mariam garden with very specific flowers linked to Our Lady.</p> <p>Y5 MAC sports tournament at Hagley- Pupil engaged with a range of games competing against other schools. Staff voice - pupils develop in confidence and ability- especially participating in team games competing against other MAC children..</p>	
<p>Additional achievements:</p>		<p>£</p>		

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 participate in competitive sport	Celebrate competitions in assemblies Run inter-house sports cups Participate in MAC-wide sports days Annual sports day for all pupils to participate in Explore opportunities for competition in local cluster schools	£	Gifts of God assembly- Weekly Inter house Bench ball tournament 7.4.22 Learning walk- All pupils actively engaged and enthralled in the competition. Personal development was apparent for all. Sports day planned 19.7.22	Organise cluster school competitions in good time to avoid unavailability Set multiple dates for Sports Day, to allow for contingency plan should weather not allow Sports Day to take place

Signed off by	
Head Teacher:	I Borriello
Date:	28.7.2022
Subject Leader:	L Marshall
Date:	28.7.2022
Governor:	M Rowley
Date:	28.7.2022