

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



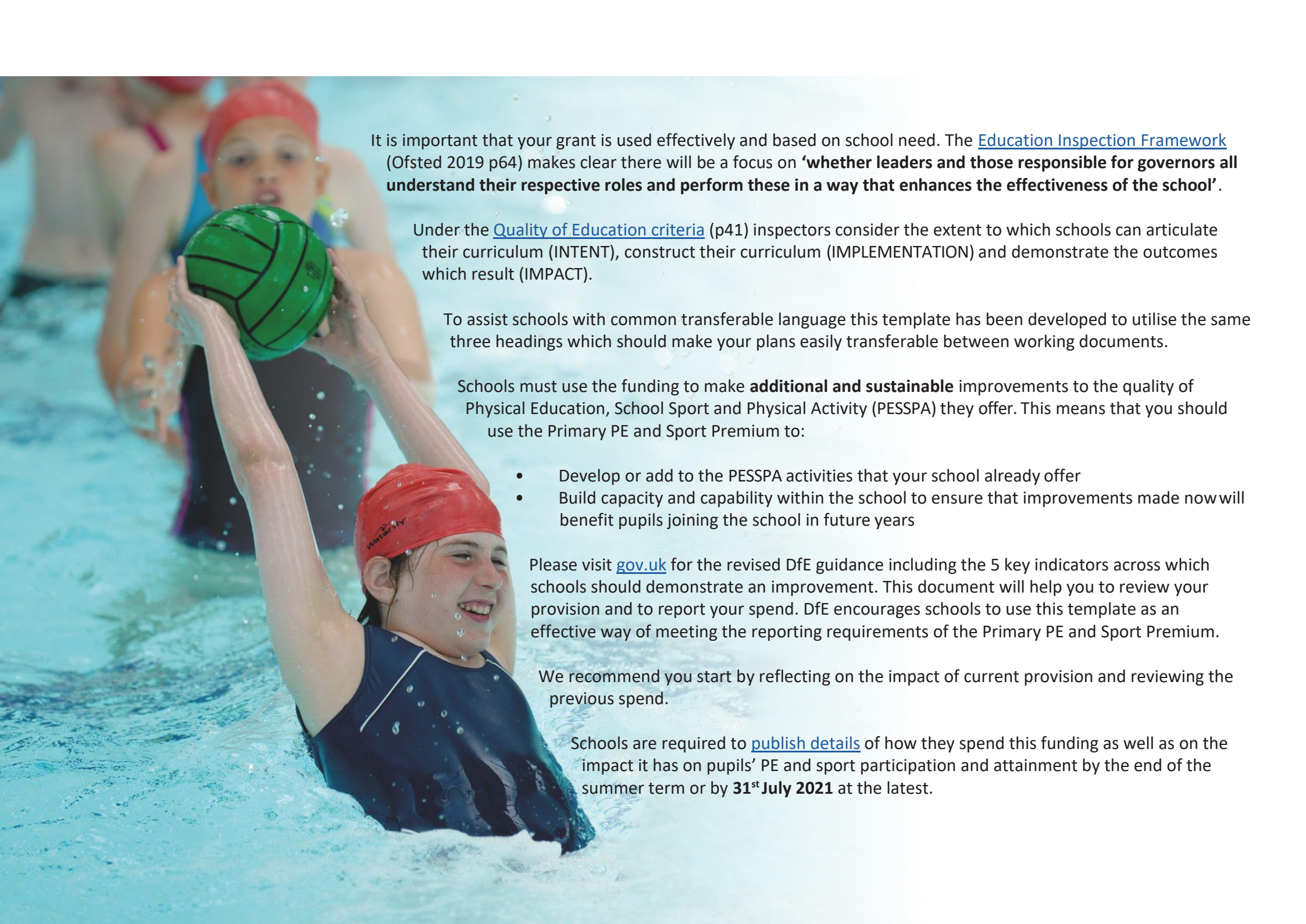
Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

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](#).

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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Many of the planned actions and developments for the academic year 2019/2020 have not been achieved or undertaken due to the lockdown period undertaken as a response to the COVID 19 epidemic. Because of this many of the planned actions have been carried over into 2020/2021</p> <p>Achievements were made however, the most notable being:</p> <ul style="list-style-type: none"> - the ability to use the MUGA fully for outdoor games sessions. - The continued subscription to and participation in the Kings Heath Sports Partnership, embedding good practice, developing and enhancing staff skill and knowledge sets and consolidating relationships with the other schools in the group - The offer of at least one extra-curricular activity to all children from Reception to Year 6 and the facilitation for equality in this so no pupil was disadvantaged from participation - The beginnings of the new inter House competitions in KS 2 <p>All of the above have succeeded in increasing the profile of sporting activities across the school, the participation of a greater number of children in extracurricular activities and the increased understanding and desire for a healthy lifestyle amongst the whole school community.</p>	<p>We will need to continue with the program begun last year</p> <ul style="list-style-type: none"> • Key Indicator 1 <ul style="list-style-type: none"> o Developing use of playground markings, introducing the Daily Mile initiative o Continuing to embed Play Leader and Skills Challenge Sports Ambassador initiatives o Ensure all children are offered the opportunity to participate in an extracurricular sporting activity • Key Indicator 2 <ul style="list-style-type: none"> o Embed celebration of sporting achievements, both in and out of school, in Star Assemblies Reporting of Daily mile achievements o Continue to employ and upskill 1x Play Leader and 1X LTS to deliver lunchtime play within MUGA o Extend range and availability of outdoor extracurricular sports clubs o Additional swimming in Y6 to meet end of KS requirements • Key Indicator 3 <ul style="list-style-type: none"> o Continue staff CPD and upskilling, in particular through membership of Kings Heath Sports Partnership and subscription to PE Hub • Key Indicator 4 <ul style="list-style-type: none"> o Embed intra school House Sporting competitions – review PE and Games curriculum o Increase opportunities for inter school competition participation for all children.

Meeting national curriculum requirements for swimming and water safety.

<p>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.</p>	<p>No swimming due to Covid restrictions</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>See above</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>See above</p>
<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>	<p>See above</p>

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: 2020-2021	Total fund allocated: £25,872 Inc CF from previous year. SPENT £11,245 leaves £14,627 CF to 21/22 43.5% spent in year	Date Updated: 24 th May 2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 28.5 % SPENT
Intent	Implementation		Impact	
a) 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>a) Develop the use of playground markings, including the Daily Mile tracks</p> <p>b) Develop range of playground games/ activities being engaged in during play/lunchtimes</p> <p>c) Continue to embed Play Leader and Sports Ambassador initiatives</p> <p>d) Ensure all children are offered the opportunity to participate in an extra-curricular sporting activity</p>	<p>a) 2x 5min air breaks timetabled daily for engagement in Daily Mile challenges (1x am & 1x pm where appropriate) - Assembly by external provider to restart this initiative – ongoing updates and awards for achievement during Star assembly and through visual display</p> <p>b) Booklets of playground games given to all staff for use during PE/Games sessions to increase knowledge and range of games/activities. Children taught how to play these in lesson then actively encouraged to play independently – ensure</p>	<p>a) £0</p> <p>b) £500 + PTFA to fund storage container purchase and relocation costs</p> <p>c) Included within the KHSP.</p> <p>d) £0</p> <p>e) Purchase of class sets of PE and Playground</p>	<p><i>Classes kept as independent 'bubbles' to meet Covid RA guidelines. All plans were amended to reflect needs and constraints due to this. No equipment could cross bubbles.</i></p> <p>a) Increased stamina and perseverance. Children achieving higher scores when clocking up class miles.</p> <p>b) Children have knowledge of a wider range of games to play in the playground. These are played independently and instigated by the children themselves. Games have</p>	

	<p>adequate supply of small games and other necessary equipment to facilitate these- purchase of storage container for housing these and relocation of existing storage facilities</p> <p>c) Train new cohort of Play Leaders and Sports Ambassadors</p> <p>d) Survey external clubs/ activities undertaken by pupils to assess interests – research and engage external providers – subsidise payments for targeted disadvantaged pupils who do not qualify for free access under Charging and Remissions Policy</p> <p>e) Facilitate PE and Playground activity through purchase of Class sets of equipment.</p>	<p>equipment to maintain bubbles £6,876</p>	<p>been adapted and developed by children from those initially taught. More active 'play' on the part of children greater confidence in initiating games.</p> <ul style="list-style-type: none"> - Individual skipping ropes purchased for every child Y1-Y6 - Small playground equipment purchased for every class – personal class use during PE Challenge periods and breaktimes - Purchase of container put on hold due to inability to fund raise – equipment kept in individual classrooms <p>c) Not undertaken d) Not undertaken</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?:	Sustainability and suggested next steps:

<p>a) Embed the celebration of sporting achievements, achieved both in and out of school.</p> <p>b) Continue to employ and upskill 1x Play Leader and 1x LTS to deliver lunchtime and OOH play within the MUGA</p> <p>c) Extend range and availability of OOH sports clubs and activities and provide positive active role models</p> <p>d) Consolidate provision of Bikability and Scootability programs to develop cycling, scooting and road safety proficiency and awareness.</p> <p>e) Additional swimming in Y6 to meet end of KS requirements</p>	<p>a) Survey conducted to ascertain activities/ clubs children undertake outside of school – embed the new wave of Sports Achievement Awards awarded weekly/ ½ termly/ termly/ annually – embed updating of the Star/Sports display boards regularly to recognise and promote participation and achievement in events - School Games Values displayed - Trophies medals & Awards purchased for intra-school house competitions - Trophies, bearing House colours, displayed in cabinet in the main school entrance.</p> <p>b) Employment of staff undertaken – upskill and enhance their knowledge and practice to facilitate the same with children – extend deployment of Play Leader to include delivery of OOH club/activities</p> <p>c) Invite speakers from local clubs and associations and arrange taster sessions where possible-increase availability of MUGA and indoor space for OOH activities- Continue with direct subscription to KHSP - See KI1.5 - Hold whole school community events eg Walkathon, Skipping Challenge – liaise with PTFA to</p>	<p>a) £0</p> <p>b) 1x LTS budget 1x Sports Premium budget @ £3,792</p> <p>c) 0</p> <p>d) Purchase of scooters using grant from Youth</p> <p>e) Swimming sessions £0 Transport costs £0</p>	<p>a) Not undertaken</p> <p>b) Staff retained - limited ongoing training</p> <p>c) Not undertaken</p> <p>d) Not undertaken</p> <p>e) Not undertaken</p>	<p>ALL PLANS TO REMAIN IN PLACE FOR ACADEMIC YEAR 2021-2022</p>
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	<p>hole 1 event per term where possible</p> <p>d) Book Bikeability sessions for Y6 - Book Bikeability sessions for Y5 pupils - Book Scootability sessions for Y1 and Y2 - Purchase scooters and safety equipment for use by Y1 and Y2 pupils</p> <p>e) Additional Swimming sessions for Year 6 not currently meeting end of KS requirements – transport for this</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:
				2.3% SPENT
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:
a) Develop, enhance and personalise PE curriculum following NC requirements b) Continue staff CPD and upskilling	a) Continue review of PE curriculum and development of extracurricular provision. This will feed into the schools' medium- and short-term planning. b) Membership of Kings Heath Sports Partnership (KHSP) – Subscription to PE Hub through KHSP - Engagement of Dance specialist teacher, through STEP schools group, to work with identified Year Group staff - Engagement of a specialist coach, through KHSP, to work alongside all KS2 class teachers delivering out door PE during the course of the year - PE lead to attend CPD provided through KHSP - Book cover for attendance at the above - Engagement of Dance specialist teacher, through STEP schools group, to work with identified Year Group staff.	a) 0 b) Included in KHSP subs – PE Hub subs Specialist coach engagement PE lead CPD Cover for above Dance specialist TBC	a) Review of curriculum begun b) Reduced charges monies spent on individual class /pupil equipment Total Subscription fee £600	ALL PLANS TO REMAIN IN PLACE FOR ACADEMIC YEAR 2021-2022

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0%SPENT
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: a) Ensure equality of access especially for disadvantaged pupils and those with SEN b) Ensure activities/games span the multi-cultural makeup of the school population c) Develop continuity of opportunities outside of term time to embed healthy and active lifestyle	a) Continue to subsidise costs for disadvantaged pupils – target specific groups for inclusion in activities/ opportunities - Introduce Boccia (specifically developed for para-Olympics) – Liaise with Special Schools in KHSP and others locally b) Use School Council and Sports Ambassadors to develop pack of resources for use at playtime and lunchtime. - Via SC Reps gather suggestions for games/ activities from parents - Research traditional games	a) £ dependant upon numbers of children - Boccia = b) £0 c) No cost to school	a) Not undertaken b) Not undertaken c) Premier Education provided Easter and Whitsun Activities Camp onsite – places available to FSM/PP pupils	ALL PLANS TO REMAIN IN PLACE FOR ACADEMIC YEAR 2021-2022

	<p>c) Discuss current provision with providers , Premier Sports and Active Kids program – activities on and off site during non-term time</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"> a) Embed intra-school House sporting Competitions in KS2 b) Increase interschool competition participation for children on SEN register c) Increased participation in the inter school competitions organised by KHSP d) Develop 'official' school team representation in inter school events. 	<ul style="list-style-type: none"> a) Review of PE curriculum and timetables to develop program of competitions - Overview and record sheets of inter House competitions available at start of each term - Results and Awards shared in Star Assemblies. b) Participate in SEN competitions through KHSP - Liaise with local special schools to develop events - Contact e.g. WhizzKids to run workshops/ activities in and outside of curriculum time. c) Membership of KHSP - Calendar of events consulted, relevant dates added to Termly Planner and staff notified. - Cover purchased as necessary - SEN Transport purchased as necessary general transport provided through KHSP - Increase the inclusion of 'B' and 'C' teams in events where possible - d) Work with Partnership schools 	<ul style="list-style-type: none"> a) £0 b) KHSP subs See above – cover =£0 c) transport = £0 d) KHSP subs £0 e) Specialist coach£0 	<ul style="list-style-type: none"> a) Not undertaken b) Not undertaken c) Not undertaken d) Not undertaken 	ALL PLANS TO REMAIN IN PLACE FOR ACADEMIC YEAR 2021-2022

	<p>to develop a self-sustaining systems and projects. - Continue school football team and participation in local schools league - Transport for events through KHSP - Engage specialist coach to develop school netball team - Participate in inter school competitions as part of KHSP - Transport for events through KHSP</p>			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Julie Scott
Date:	24 th May 2021
Governor:	
Date:	