

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 allocated for 2020/21	£19,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,640
Total amount allocated for 2021/22	£19,580
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,220

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 2021.</p> <p>Please see note above</p>	70%
<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>	65%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40%
<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- Next year if more swimming lessons are possible we would like to ensure that more children in Year 6 are able to perform safe self-rescue.

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					
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 physical activities across all areas of the curriculum where appropriate. This will help the children to reach their 30 minutes of exercise. All children to receive 2 hours of P.E per week plus extra P.E lessons every few weeks. Children are offered up to 10 sporting clubs per week (5 morning clubs and 5 after school clubs)	<ul style="list-style-type: none">Lunchtime supervisor (Sports Plus) who runs games/activities in the BBA for children rotating throughout the week.Run morning and after school sports clubs (Sports plus) changing sport each half term to ensure a wide variety of activities for children.New equipment for children to play with at break and lunchtimes. This will include individual items as well as group activities. <p>This equipment has also</p>	£5,508	<ul style="list-style-type: none">By continuing to do this it has encouraged more children to be active at lunchtimes with activities changing daily.Due to new equipment being purchased sports are now more accessible to all children.New equipment is also accessible to SEN children	<ul style="list-style-type: none">Continue to use a lunchtime supervisor to run activities at lunchtimes. This will also apply to morning/after school clubs.Get involved with an out of school link to sports.Look into a girls football league. <p>Purchase more equipment that can help SEN children in school</p>	

	<p>meant that we can offer a wider variety of clubs for the children.</p> <ul style="list-style-type: none"> To encourage more activity at break and lunch times we purchased a range of gym equipment for the children to use to be active. This included a horse rider, double slalom skier and an arm and pedal bike. Using qualified swimming instructors to teach groups in the swimming lessons. Pool hire at Willenhall E Act Coach travel to swimming lessons at Willenhall E Act. 	<p>£3,481</p> <p>£900</p> <p>£765</p> <p>£2,550</p>	<p>to help build on strength, memory or emotional techniques.</p> <p>Children are excited to use the equipment and will vary which machine they use. The equipment is always supervised by an adult.</p> <p>Year 5 were given the chance to have swimming lessons 1 x per week with qualified instructors. The lessons were differentiated based on abilities.</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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>Sports coach attends regular training sessions to develop their skills in different subjects.</p> <p>Extra P.E lessons for pupils every half term so that the P.E coach can teach new skills to other members of staff to build on their confidence.</p>	Both the Sports coach and P.E co-ordinator attended a SEND and inclusion CPD course.		<ul style="list-style-type: none"> This course gave lots of ideas for how to ensure that all pupils can be included in P.E lessons. It looked at different teaching strategies and examples of both practical activities that can be used in school to have a clearer understanding of the pupils needs. Attending CPD was a good chance to share good practise with other schools and share these ideas with other members of staff back at school. 	<p>Attend more CPD courses throughout the year focusing on subjects that members of staff may be less confident with.</p> <p>Look at more ways that P.E can be implemented into other areas of the curriculum.</p> <p>Give more members of staff a chance to share their sporting skills with pupils in after school clubs.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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>As a school we want to ensure that every pupil has the opportunity to represent the school in a competition.</p> <p>Give pupils who are not able to do sports outside of school the chance to take part in competitions between other schools.</p> <p>We offer a variety of sports in our morning and after school clubs to reach a wider range of children.</p>	<ul style="list-style-type: none"> • Building on getting children who are less active/ confident to become involved in competitions both within and out of school. • Ensure children in school all have the correct P.E kit to create a sense of pride when representing the school. • Have a team kit for children representing the school so that they have a sense of pride. • New equipment has been purchased so that the school can provide a wider range of clubs and children can learn new skills. 	£1,533	<ul style="list-style-type: none"> • Children are building their confidence and knowledge on how to compete. • Children are aware of the school values that they have to show when representing the school. • Archery, Boules, Croquet set and Axe throwing equipment purchased for a wider range of activities. • We have also bought different styles of balls so that we can differentiate activities with all abilities throughout the school. 	<ul style="list-style-type: none"> • Hold a competition within our school. This could be football or Basketball in the BBA • Continue mini competitions within school as well as sports day within the different houses. • More links with schools in the area to host/ be part of competitive sports.
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Key indicator 5: Increased participation in competitive sport				
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>At New Invention we want to ensure that there are a variety of sports/activities that will suit all children. We like to offer children activities that they may not be able to access at home.</p> <p>We offer these activities in:</p> <ul style="list-style-type: none"> • Morning clubs (5 per week) • P.E lessons (At least 2 per week per class) • Swimming lessons (Year 4 and 5-1 term per year) • Lunchtime club (5 per week) • Afterschool clubs (5 per week) • Holiday clubs (5 days per week) • Extra P.E lessons (1 class per week) <p>Competitions (throughout the year)</p>	<p>Our school continues to offer a range of sports for the children to participate in including: invasion games, ball and net, gymnastics and dance and multi-sports. We offer these in our P.E lessons, morning clubs, lunchtime clubs and after school clubs.</p> <p>We try to range which children are involved in the clubs to give everyone a fair chance of taking part.</p>	£1700 (extra Friday afternoon sessions by sports coach)	<p>We have ensured that more children are taking part in sporting activities from the following groups:</p> <ul style="list-style-type: none"> • Pupil premium • SEND • Boys/ girls <p>To ensure that everyone has an equal opportunity.</p>	<ul style="list-style-type: none"> • Invite out of school companies in for special sporting weeks. • More sporting competitions within school-linked to the house points. This could end with a sporting team of the year <p>Try to host clubs for less known sports to teach the pupils new skills.</p> <p>Buy more equipment so that</p>