



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (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 2020** 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 2020. 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 2020: | Areas for further improvement and baseline evidence of need: |
|--|---|
| <ul style="list-style-type: none"> * Joined KHB partnership. * Football team has received lots of training and have attended a number of games throughout the school year. * Equipment has been maintained and updated. * Staff have used the PE Hub as a tool to help teach the curriculum. * Staff are feeling more confident to deliver PE successfully. * More clubs were offered to children for after school activity. * Took part in Tri-Golf as a trial period. * BRB selected a number of students to join their dance track programme. | <ul style="list-style-type: none"> * Swimming did not happen due to COVID-19 outbreak. * Competitions outside of the school were not entered, partly due to COVID-19 outbreak.. * No in school sports day happened due to COVID-19 outbreak. |

| | |
|---|--------|
| Meeting national curriculum requirements for swimming and water safety. | |
| 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 2021. | % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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: £17776 (Est) | | Date Updated: | |
| 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: |
| | | | | | % |
| 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?: | |
| * Play leaders to be retrained in order to continue to have active, engaging playgrounds. * Clubs to be offered after school to encourage more children to participate in activity. * Trial active classroom breaks to increase physical activity. | * KHB partnership to run training with children in January 2021 (When safe). * Questionnaire to pupils asking what sort of clubs they would like to have in Spring and Summer term. * Year 2 teacher to trial active classroom breaks during lesson change overs. | | KHB £4695 | | |
| 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 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?: | |
| | | | | | |

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|--|--|-------------------------|--|--|
| <p>*Pupils are actively engaged in PE lessons.</p> <p>*Bikeability for Years 3-5 offered to encourage safe biking and more activity outside of school.</p> <p>*Engage with a local sports personality or athlete to raise the profile of PE in school.</p> | <p>* Learning walks to monitor activity in lessons.</p> <p>*Engage with Bikeability Birmingham.</p> <p>*Find and invite visitor to school.</p> | <p>Free</p> <p>£TBC</p> | | |
|--|--|-------------------------|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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: |
| * CPD for staff during lesson time. *Access to PE Hub as a teacher tool to be continued. | * Questionnaire about where staff would like further support. * CPD to be given to suit staff needs. *Whole school CPD identified and arranged where needed. | KHB Partnership | | |
| 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: |
| * Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. * Focus particularly on those pupils who do not take up additional PE and Sport opportunities | *Questionnaire to ask pupils what they would like to take part in. * Ask staff to promote clubs/promote in assembly to encourage. | £30 per 1 hour session | | |

| 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: |
| * Increase participation in competitions by attending more sporting events with other schools. * Continue to attend local games with other schools for the football team. | * Engage with KHB partnership to increase participation in sports and competitions with other schools. * Ensure events are attended where possible. | KHB Partnership | | |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | B. Wilson |
| Date: | 16.7.20 |
| Governor: | |
| Date: | |

| | Funding Spent | Impact | Next steps |
|---|--|---|------------|
| PE TLR Play leader (Adult) | £9112 | *Oversee how Sports premium is spent and measure the impact. | |
| | | *Active playgrounds and lunchtime staff have support to encourage activity outside. | |
| KHBSP | £4695 | *Support for PE lead, teaching staff and lunchtime supervisors to improve the learning and participation for children in sporting activity. * Offer more opportunities for after school clubs and competition. | |
| Equipment | | Children and staff will have the equipment needed to teach and learn in PE lessons. | |
| Equipment safety check (Junior hall) | | * Equipment is safe to use. | |
| After school clubs (Resume in January) | £30 per session Spring 1 (6 weeks) x 2 clubs at £30 = £360 Spring 2 (6 weeks) x 2 clubs at £30 = £360 Summer 1 (6 weeks) x 3 clubs at £30 = £540 Summer 2 (6 weeks) x 3 clubs at £30 = £540 Total = £1800 | *Children will have access to clubs and this will promote PE and physical activity. | |
| Additional swimming? | | *More children will be able to swim. | |

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Total amount to spend : £17776 (estimated this year) and £1588 (left from last year)

Total above = £15607 Left = £3757