

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 2021/22	£0
Total amount allocated for 2022/23	£20250
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20250

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 2023.</p> <p>Please see note above</p>	34%
<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>	10%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	4%
<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>	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:	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			Percentage of total allocation: 86%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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?:	
Increased opportunities for high quality physical opportunities. All children accessing minimum 30 minutes of daily high-quality physical activity	Daily wake-up shake up sessions on the playground before school delivered by Health & Learning mentor Organised high-quality physical activity during morning and lunchbreaks delivered by Health & Learning mentor and lunchtime sports coach	£4,270 towards health & learning mentor salary Sports coach £9,600	Pupils activity at lunch and break times increased – taking part in daily additional activities Children enjoy being active Children have positive attitudes to health and wellbeing	Identify and then target the pupils not engaging with opportunities for engagement with sport outside the PE lesson.
Develop pupil leadership in sport	External play leader training for year 5 pupils	Bishop Challoner Gold Package £5880	Year 5 children are able to lead and support games in EYFS and KS1 at lunchtimes. Engaging the youngest children in PA.	Engage in this training annually.
Educate children in the value and benefits of healthy lifestyles and develop confidence and competence in sports with the aim of inspiring lifelong participation in physical activity	Through PE lessons and sport ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing		Children aware of the impact of exercise and more children engaging in sporting activities, outside the PE lesson.	

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?:	Sustainability and suggested next steps:
PE develops skills that are transferrable to other areas of the curriculum	Opportunities in PE for taking risks, collaborative working, leadership	Bishop Challoner CPD – Gold package	High levels of resilience, physical skills, critical thinking skills, social and personal skills in pupils	Increasing the variety of after school provision Whole staff CPD on developing transferable skills through PE Trophy cabinet to be purchased
Children to develop core skills applicable to a variety of sports	Multi-skills after school clubs for year groups 1-6	Taken from contribution towards health & learning mentor salary	Oversubscribed after school clubs	
Pupils levels of confidence, respect and resilience increased through exposure to competitive sports/competitions	Entry to inter school sports competitions and festivals through Bishop Challoner Sports Partnership and sports day	Bishop Challoner Gold Package	Children from all year groups developing confidence through competitive sports. Children exposed to competition field in new sports such as dodgeball.	
Pupils receive high quality PE lessons during curriculum time	PE specialists from Bishop Challoner Sports Partnership deliver high quality CPD by working with developing staff abilities while teaching PE lessons	Bishop Challoner Gold package	Pupils excited by PE lessons, able to describe improvements in own performance and abilities	
Pupil’s sporting achievements and participation to be recognised both in and outside of school	Purchase trophy cabinet. Regularly update social media and share information via newsletters		Increased pride of pupil’s with sporting achievements. Greater number of pupils engaging in	

			sports outside of the curriculum. Springfield came second place in City of Birmingham Rockets basketball 3x3 tournament.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:

%

Intent	Implementation	Impact	Sustainability and suggested next steps:
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?:
PE lead to co-ordinate CPD and drop-in sessions for staff	High quality CPD delivered by PE specialist in blocks of half a term to individual teachers building their capacity as teachers of PE.	Bishop Challoner Gold package	Pupil feedback on dance and athletics sessions delivered by PE specialist showed enjoyment and a desire to do well in lessons
PE lead to signpost staff to relevant agencies to support independent CPD in specific areas	Provide opportunities for staff not receiving the intense CPD to observe high quality PE lessons		PE leader to work closely with Bishop Challoner Sports Partnership to plan programme of CPD for ECTs on delivering high quality CPD sessions.
PE lead and Health and Learning Mentor to lead on initiatives eg. Wake up shake up and daily mile, providing models for other staff to observe			
Improved quality of teaching and learning in PE and school sport by providing CPD to deliver a broad, balanced and inclusive high quality PE and school sport provision			

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:
<p>Additional achievements:</p> <p>Pupils engaging in multi-skills after school clubs develop skills that are transferable to a number of sports</p> <p>Pupils are exposed to a diverse range of sports through engagement with Bishop Challoner sports partnership</p>	<p>Multi-skills clubs offered to children in year 1-6</p> <p>Equipment purchased to support delivery of after school clubs</p> <p>Clubs delivered in phases (KS1, LKS2, UKS2) to allow for age appropriate skills to be developed</p>	<p>Health & Learning mentor salary as above</p> <p>£500</p> <p>Bishop Challoner Gold package</p>	<p>Increased number of pupils accessing extra-curricular sports</p> <p>Enhanced extra-curricular Provision</p> <p>After school clubs full and have waiting lists</p> <p>All year groups in KS1&2 engaged in inter school competitions</p>	<p>Research and create links with sporting organisations in the community</p> <p>Signposts pupils to opportunities for sports outside the school day</p> <p>Ensuring after school offer meets needs and interests of those not currently engaging in extra-curricular sports</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:
Opportunities for children to engage in competitive inter and intra sport and physical activity	All applicable year groups entered into inter school competitive sport through sports partnership and extra-curricular clubs links Sports days	Bishop Challoner Gold Package	EYFS children participated in a selection of competitive races. Children exposed to a variety of events during Summer term PE. Sports days for each year group	Develop teams that will be able to enter local leagues such as football, netball etc Continue to enter competitions through sports partnership Develop links with external agencies in the community to increase the number of pupils participating in community club sports

Signed off by	
Head Teacher:	
Date:	31.07.23
Subject Leader:	S. Taylor
Date:	31.07.23
Governor:	Y.Bhoola

Date:	31.07.23
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