

# 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](http://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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7000
Total amount allocated for 2020/21	£17510
How much (if any) do you intend to carry over from this total fund into 2021/22?	£16000
Total amount allocated for 2021/22	£16158
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£32158

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	68%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	68%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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.

<b>Academic Year:</b> 2021-22		<b>Total fund allocated:</b> £32158		<b>Date Updated:</b> 1.7.22		
<b>Key indicator 1:</b> 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: 10%	
Intent		Implementation		Impact		
<b>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:</b>		<b>Make sure your actions to achieve linked to your intentions:</b>		<b>Funding allocated :</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	
<ul style="list-style-type: none"> <li>- Zoned areas on the playground to ensure children have access to a range of activities at break and lunch times. Children to have choices of what they would like to do.</li> <li>- Hats and resources for the School Sports Crew and training of Jumping Jaxx play leaders. Children to feel a sense of pride and responsibility towards their positions. They understand the responsibility placed on them and enjoy developing leadership skills.</li> <li>- Shed for storing sports equipment. Labelled and organised with sports crew</li> </ul>		<ul style="list-style-type: none"> <li>- Range of equipment available for children to access at break and lunch times. Children to receive opportunities to apply skills gained from PE lessons (cricket, tennis, rugby).</li> <li>- Children to receive hats on the completion of their training. Positive rewards for their efforts and commitment to raising the profile of PE in the school. Children to set an example to the younger children and inspire them to enjoy exercise.</li> <li>Children take ownership of equipment and ensure it is stored correctly. Develops responsibility and pride in their work.</li> </ul>		<ul style="list-style-type: none"> <li>£1000</li> <li>£800</li> <li>£1000</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are engaged at break times and have improved their physical and social skill set. More focus on rules and fairness, which leads to positive experiences.</li> <li>- Young leader develop the skills (physically and socially) to plan and deliver appropriate sessions to the younger children. They recognise the importance of reflecting on the success of each session.</li> <li>Pupils can recognise appropriate equipment for different sporting activities</li> </ul>	<ul style="list-style-type: none"> <li>- School Sports Crew and Sports Captains to check equipment at the end of each day and store it appropriately.</li> <li>- Young leader take a responsibility and ownership of the equipment they use and motivate others to do the same.</li> </ul>

Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation: 11%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<p><b>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:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated :</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p>- Replacement of football kits, polo shirts for netball players and jackets. Children to recognise the importance of presentation, raises moral and boosts confidence.</p> <p>- Worcestershire Cricket engagement day to introduce a new sport and skillset to the children. Children improve core skills which can be transferred to other sports.</p> <ul style="list-style-type: none"> <li>Organised storage for PE equipment. Easier access for young leaders and children to collect and return pieces of equipment.</li> <li>Replacement of athletics sporting equipment, ropes, basket ball padding, markers balls</li> </ul>	<p>- Children have a sense of pride to represent the school and it is presented as a great sense of achievement to do so.</p> <p>- Increase positive attitudes towards physical activity and introduce children to a sport that will be launched later in the year.</p> <ul style="list-style-type: none"> <li>Improved attitude towards school resources and increased responsibility and independence given to children.</li> <li>Pupils have access to appropriate equipment to develop skills</li> </ul>	<p>£1000</p> <p>£200</p> <p>£2500</p> <p>£2500</p>	<p>- Children have been motivated in trials to make the school teams. They recognise their social ability is equally as important as their physical ability.</p> <p>- Children inspired to attend after school clubs and are engaged playing cricket at break and lunch times.</p> <ul style="list-style-type: none"> <li>School Sports Crew, Jumping Jaxx leaders and Year 6 children have improved understanding of the importance of looking after equipment and knowing where the equipment is stored</li> <li>Pupils skill set is developed. In several sporting areas</li> </ul>	<p>- Register for kits handed out and returned. School Sports Crew are in charge of ensuring the kits are returned and stored in the correct manner.</p> <p>- Cricket lesson in PE and lunch time supervisors to run games in Summer 1 annually. Re-train if needed.</p> <ul style="list-style-type: none"> <li>Part of the young leaders responsibilities on training will be to maintain storage solutions and ensure stock is monitored and checked regularly.</li> <li>Quality equipment is maintained on an annual rolling programme</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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>CPD for members of staff through the School Sport Partnership (athletics, multi-skills and OAA).</p> <p>Annual subscription of PE Primary Passport. Staff members have explored what the app has to offer and are familiar with progression and structure within lessons.</p> <p>Purchase 10 ipads and pens</p> <p>Swimming resource ordered to provide staff with more up to date expectations and ideas to support swimming.</p>	<p>Staff members to learn new skills to share with others in staff meetings. Adds more resources for staff to choose from and improves variety for children.</p> <p>Staff are more confident delivering well-structured, challenging and engaging lessons. Children have access to a rich and varied PE curriculum.</p> <p>Staff can accurately assess and record PE using PE Primary passport</p> <p>Children receive the latest support in their swimming lessons and staff are confident of the areas of swimming to develop.</p> <p>Pupil Catch Up to continue 2022-23 for non swimmers</p>	<p>£1000</p> <p>£600</p> <p>£2560</p> <p>£100</p> <p>£2100</p>	<p>Year groups trial activities as part of their weekly lessons. Resources shared to members of staff to add to their toolkit. Children enjoy new activities or activities they have experienced outside school.</p> <p>Both children and staff have responded well to the resources. Lessons are delivered in a more consistent way and children have responded positively to lessons</p> <p>Staff and PE Lead can accurately analyse pupil's attainment and progress.</p> <p>Staff had a greater understanding of the progression needed in the pool. Children were offered varied and interesting activities that offered interest and progression</p>	<p>Annual subscription paid to Sports Partnership. Resources stored in a central place for all to access.</p> <p>Ensure resources are utilised and the structure of each lesson is maintained to show consistency and progression through each year group.</p> <p>Improve the skill set of members of staff that accompany the children.</p>



<p>UKS2 swimming Catch Up for pupils unable to swim 25m</p> <p>First Aid Training for more staff to accompany children to PE events outside school ensures more events are attended and children are cared for appropriately and consistently</p> <p>Release time for PE Lead , monitoring, Report writing</p>	<p>More adults attending PE events not only PE Lead</p> <p>Cover costs</p>	<p>£1600</p> <p>£1000</p>	<p>Increased water confidence</p> <p>Increased participation levels in events through sports partnership</p> <p>PE Lead has an accurate view of teaching and learning across the school</p>	<p>First Aiders will need to attend shorter refresher training only</p> <p>PE Lead can set targets to further develop PE within the school</p>
--	---	------------------------------	---	--

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:  
20%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Wyre Forest School Sports Partnership events for all groups, covering a variety of popular and alternative sports. Inclusivity for all groups of children.</p>	<p>Pupil Premium, SEND and Girls' Football are some of the opportunities provided this year. Pathways provided for children to progress onto the next stage of the sport they are participating in and links to outside clubs improved.</p>	<p>£2000</p> <p>£2000 for coaches</p> <p>£3500 for Supply Cover</p>	<p>SEND, PP and Girls engagement levels increased. More children participating and enjoying PE lessons and after school clubs.</p>	<p>Ensure opportunities are provided through PE coordinator links.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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>Catholic Teacher Association events provide further opportunity to children to experience competition with other schools.</p> <p>Wyre Forest School Sports Partnership events for all groups, covering a variety of popular and alternative sports. Inclusivity for all groups of children.</p>	<p>Children play against other children from other Catholic Schools who share the same values and principles as our school.</p> <p>Children to participate in leagues, competitions and matches against schools in the partnership. Children receive opportunities to show sporting values at many events and are rewards for it.</p>	<p>£120</p> <p>£400 coaches</p> <p>£1200 supply cover</p> <p>As costed above</p>	<p>Trials are offered to children to try and make the school team.   Catholic and sporting values are shared with the children.</p> <p>Progression of skills and behaviour in events. Children recognise School Games Values and show these at the events. Improvement in responses to successes and failures.</p>	<p>Maintain links with schools beyond the CTA events.</p>

Signed off by	
Head Teacher:	Kim Savage
Date:	14 July 2022
Subject Leader:	Neil Tasker
Date:	
Governor:	Angela Randle
Date:	

Created by:



Supported by:





Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University