

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](#).



Created by:



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Details with regard to funding

Please complete the table below.

| | |
|---|--|
| Total amount carried over from 2019/20 | £ 6,325 (this was spent by October 2020 related to delayed plans for 2019-20.) |
| Total amount allocated for 2020/21 | £ 23,060 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 5,060 |
| Total amount allocated for 2021/22 | £ TBC |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 21/22 plus carry over. |

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>No swimming was possible during the Academic year, due to Co-vid restrictions and pool timetabling. A top up programme was planned, but not possible. Top up for Y5/6 will be implemented to ensure progression during 2021-22</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 2020.</p> <p>Please see note above</p> | 42% |
| <p>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</p> | 32% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 18% |
| <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> | This was not possible due to CO-VID restrictions. |

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: £23, 060. | | Date Updated: 29/07/2021 | |
|--|--|--|--|--------------------------|---|
| 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: 13% |
| 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? |
| <p>Pupils are given the opportunity to be active for 60 minutes per day in school, with the expectation that they complete 30.</p> <p>Pupils should also understand why this is important and how they can achieve it. Staff to be made fully aware of the need for regular physical activity.</p> <p>Provide a range of clubs to enable pupils to access 60 mins per day.</p> <p>Improve playground and informal resource provision across the school</p> | | <p>Revision of the Daily Mile post Cov-id, link to #Superherotri programme. Renew pupil interest in online, class-based activities.</p> <p>Purchase all pupils in REC-Y6 an activity band to chart activity levels in school and at home.</p> <p>Club timetable devised to ensure access across KS2.</p> <p>Pupil voice in playground resource choice.</p> | | £3000 | <p>Moki activity band use has led to a significant increase in activity levels for all pupils compared to before introduction.</p> <p>Pupils and staff are now aware of their levels of activity in the day, compared to home activity.</p> <p>(Co-vid affected.) All pupils in Y1-6 given an opportunity to attend a club. Wildcats and Dance club resumed.</p> <p>Pupils and staff chose resources.</p> |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 9% |
| 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? |

| | | | | |
|---|--|-------|---|---|
| Provide a series of training opportunities for staff and parents to develop ways in which PESSPA can be incorporated into daily life. | Link this aspect to our 'Community Health and Wellbeing project' to ensure | £2000 | Pupils have greater understanding of the need for PESSPA. Families have shown increased understanding of the need for PESSPA. PE ordered for all staff and pupils for 2021-22. Year 6 and other pupils devised workouts for KS2 pupils to increase PA opportunities and develop leadership skills through planning and delivering. Y6 pupils reported the importance of this for other year groups. | Awaiting Active Lives survey results to fully analyse impact. Impact of school PE kit to be monitored in 2021-22 for both staff and pupils. Workouts devised and developed for SEND pupils and KS2 pupils. Whole school community is active in encouraging PESSPA across the curriculum |
| Pupils to lead physical activity through the Y6 leadership programme. | Whole school PE kit to be purchased for all pupils so that equality of opportunity and shared ethos is achieved. Pupils are involved in planning and implementing PESSPA events and lessons. | | | |
| Staff Pupils to understand and articulate how physical activity affects learning and | SLT understand the rationale behind PESSPA and learning and include this in SDP. | | | |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| | 39% |

| 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: |
| Through a comprehensive programme of CPD and training, staff will continue to improve the way they teach and assess in PE, leading to improved levels of learning. 'New normal' review of what is now important in PESSPA to decide how to teach pupils in the future. | Comprehensive team teaching by LP and external PE specialists. Internal and external training. Specialised training and resource purchased for FS and KS1 PE and physical literacy. Training providers to link PESSPA to 'recovery curriculum.' | £9000 | Programme severely restricted by CO-VID regs. Team teaching not possible until Summer term. Those involved reported increased confidence in teaching athletics and rounders. Virtual team teaching in Gymnastics. | Return to a range of CPD opportunities and survey staff for needs post CO-VID. Improve teaching and learning in specific areas of PE, to be decided at end of 20-21 academic year. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 9% |
|--|---|--------------------|--|--|
| 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>BOSU introduced as a method of PESSPA delivery and extra-curricular health and wellbeing opportunity.</p> <p>Increased opportunities for SEND PESSPA, to insure inclusive curriculum.</p> | <p>BOSU sessions delivered to staff and pupils during curriculum and extra-curricular time as a vehicle for PESSPA and CPD.</p> <p>Purchase all relevant training and resources.</p> <p>SEND dance, boxing and basketball introduced virtually and in person.</p> <p>#Superherotri (athlon) included in PESSPA programme.</p> | £ 2000 | <p>Pupils articulated how the BOSU sessions made them feel and how it improved ABC and their fitness levels.</p> <p>SEND pupils reported increased confidence in their PESSPA and led mainstream pupils in driving the Clifton PESSPA ethos.</p> <p>Lead school for Superherotri</p> | <p>BOSUs purchased for curriculum and extra-curricular use for whole school community.</p> <p>Community and partnership training in BOSU and sessions delivered for pupils and the community.</p> <p>Deliver inclusive basketball in specific year groups.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|---|---|--|
| | | | | % 9% |
| 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: |
| KS2 pupils to experience a broad range of competitive sport opportunities, including SEND provision. Increase opportunities for virtual competition within school and across School Games. Competitions developed through the use of activity trackers. | Enter all relevant School Games physical festivals.festivals. Increased participation in virtual School Games Competitions, sign up to Birmingham virtual School Games and other at home provision. Daily comparison of 'steps and activity grades' | £ 1000. £1000. | Physical provision severely limited by CO-VID. Only 3 competitions possible. (Entered all.) Pupils increasingly involved and enthused by virtual competitions. Pupils keen to increase their activity levels to compete against others. Twice daily 'tapping in' to system. | School staff to take greater ownership of virtual events and embed this into PESSPA opportunities. Develop a sustainable system of activity competition across the school on a weekly basis. Class teachers to own |

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| Signed off by | |
| Head Teacher: | <i>Nick Lambert</i> |
| Date: | 25/07/2021 |
| Subject Leader: | <i>Owen Lamprey</i> |
| Date: | 25/07/2021 |
| Governor: | <i>S Fry</i> |
| Date: | 30/07/21 |