

# 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** to the quality of Physical Education, School Sport and Physical they offer. This means that you should use the Primary PE and

- 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.

sustainable improvements  
Activity (PESSPA)  
sport premium to:



We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

## Details with regard to funding

Please complete the table below.

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.

## Swimming Data

Please report on your Swimming Data below.

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](#).

Total amount carried over from 2019/20	£ None
Total amount allocated for 2020/21	£ 17,814
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ None
Total amount allocated for 2021/22	£17,814
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,814

## 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.

<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><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></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><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 2020. Please see note above</p>	n/a
<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>	n/a
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	n/a
<p>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?</p>	n/a

<b>Academic Year:</b> 21-22	<b>Total fund allocated:</b> £17, 184	<b>Date Updated:</b> 27.6.22
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<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: 25%
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: £5135.50	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
For pupils to be engaged in additional activity during the school day.	Brain breaks -use of Go Noodle, Jack Hartman and Super Movers  Active Mathematics and English training (June)  Sports Coaches to run clubs at lunch time.  Sports Apprentice running lunch time clubs and focusing on inactive girls.  Healthy Lifestyle Workshop (Year One).  Apprentice to focus on children who are inactive/ need additional support to develop their fundamental movement skill/confidences.	Free  Part of KSSP  Part of KSSP extracurricular  Apprentice  Part of KSSP  Apprentice	Teachers and some pupils understand the importance of physical activity to help them to concentrate and learn (pupil voice/discussions with teachers). Children have said that PESSPA keeps us fit, helps us get stronger, “keeps our brain working” and “stops our brains getting overloaded.”. They reported that it is fun and keeps us healthy.  A range of children now participate in physical activity (observation of children during lunch/breaktime).  Pupils engage in the playground games they were taught at the workshop. Apprentice gives	Walmley Walkers to be run by lunchtime supervisors.  Teachers to share ideas about how they teach active phonics in Reception. Children in Year One to be given Active Phonics as an intervention. T.A’s to train T.A’s in other year groups in school.  Staff to gradually increase the amount of Active Maths/English during the year.  Brain breaks to continue throughout school.  Sports Apprentice to continue to run a variety of clubs at lunchtime.

	Purchase equipment for the children to use outside.	Not done	<p>additional guidance and encouragement with this (pupils are engaging in games such as What's the Time Mr Wolf/ Stuck in the Mud/Hopscotch). Staff to plan for some Active Maths or English to take place within a lesson each week during the summer term. (planning).</p> <p>The apprentice and teachers have reported that there has been positive impact on the children's well-being. The focus children have become more confident, focused in class and their ability to work as part of a team has improved.</p>	<p>Staff meeting to review how Active Maths and English is being included within the curriculum.</p> <p>Children to have access to equipment during lunchtime. Additional purchasing needed. This is to be kept on a wheeled trolley. Year 2 children to be responsible for equipment.</p> <p>Promotion of PESSPA to continue to ensure all children understand the impact activity has on their well-being and a life time of activity. They need to understand the phrase, "when we move we get stronger."</p>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

15.5%

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: £3198	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>For staff to understand impact that PESSPA has on developing a healthy lifestyle and the impact it has on the whole curriculum.</p>	<p>Staff meeting to raise the profile of PESSPA.</p> <p>Leadership training through KSP</p> <p>Non-contact time for lead to organise events</p> <p>Employ a P.E. Apprentice to support PESSPA throughout school. They will be trained to run clubs at lunchtime, encourage children who are less active to take part in physical activity and promote the well-being and confidence of children who find school challenging.</p> <p>Non-contact time to create a PESSPA Policy with a risk assessment.</p> <p>New P.E. Kit for children to enable P.E. to participate in PESSPA throughout the winter months.</p> <p>Staff to complete the daily Modeshift STARS living Travel Tracker. School to aim for the next award ( silver).</p> <p>New kit list to be sent out to all parents for September, 22.</p>	<p>Free</p> <p>Part of KSSP</p> <p>Apprentice</p> <p>£110</p> <p>Free</p> <p>Free</p> <p>Free</p>	<p>Staff have a clear understanding of the impact PESSPA has on whole school development. Staff know what PESSPA is.</p> <p>P.E. Lead has attended courses and has become much more confident in promoting PESSPA due to attending leadership courses throughout the year.</p> <p>The less active children seek out the apprentice during lunchtime and playtime to play physically active games or to take part in clubs.</p> <p>Shooting Stars club (run by the apprentice) has promoted girls' football. The girls who participated said they now like football and enjoy playing. Of the children questioned 75% said they now play football out of school, whereas they didn't participate before. Children said they didn't like the booklets but they enjoyed the club especially the activities that promote teamwork. The girls who participated grew in confidence, their fundamental movement</p>	<p>Ensure new staff understand the importance of PESSPA</p> <p>Pupils to develop their understanding of PESSPA further so they know the impact it has on all-round development.</p> <p>Online travel tracker will continue and school will attempt to gain the gold award.</p> <p>P.E. is to take place outside if the school hall is in use.</p> <p>New Apprentice to support P.E in 22-23</p>
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			<p>skills improved as did their ability to work as part of a team.</p> <p>The apprentice and teachers have reported that there has been positive impact on the children's well-being. The focus children have become more confident, focused in class and their ability to work as part of a team has improved.</p> <p>The visual impact of the Living Streets Travel Tracker and the badges have promoted active travel within school. School has received the Modeshift STARS silver award and school has won "Primary School of the Region"</p> <p>All staff have signed to say they have read the PESSPA Policy and risk assessment.</p> <p>New parents have been advised to purchase new P.E. Kit for September</p>	
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	Percentage of total allocation:
	15%



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: £3094	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure the P.E. curriculum is progressive throughout school	<p>Review and purchase a P.E. Scheme of work</p> <p>Training in the progression of Gym.</p> <p>Leadership training for new lead</p> <p>Lead to familiarise themselves with the new scheme to enable them to confidently promote it in school. Staff to know why the scheme had been purchased and the impact it will have on the children.</p>	<p>£2394</p> <p>Part of KSSP</p> <p>Part of KSSP</p> <p>Free</p>	<p>Lead has a clear vision of what is needed to take school forward. It is important staff know why something is being introduced and the impact it will have on the whole school.</p> <p>Lead understands what is involved in being PESSPA lead.</p> <p>Real P.E. purchased (June, 2022)</p> <p>Real P.E. is child focused and promotes the fundamental movement skills needed for children to participate fully in P.E. as they get older.</p> <p>Staff have said they feel more confident teaching and planning lessons in relation to gymnastics. They feel they have a greater awareness of expectations and how to progress the children through a series of lessons.</p>	<p>Staff to try Real P.E. during the Autumn Term. Training to take place in January</p> <p>P.E. Lead to map out a curriculum overview of P.E.</p> <p>Staff meeting to be held to promote Real P.E.</p> <p>To develop the confidence of staff in teaching Real P.E.</p> <p>Lead to undertake additional training linked to Real P.E.</p> <p>Monitor lessons to ensure progression throughout the P.E. Curriculum.</p>

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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				27.5%

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: £5625.50	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Children to be given the opportunity to take part in a range of activities/sports to promote a lifelong passion for being active.	<p>KSP to run a range of after school clubs, for example, archery, golf, invasion games, Boccia, tag rugby, football.</p> <p>KSP /Apprentice to promote physical activity at lunchtime and run clubs.</p> <p>Bikeability to take place in the Spring term for Key Stage One.</p> <p>Sports Week –children to participate in a range of physical activity and sports. KSP to be</p>	<p>Part of KSSP extracurricular</p> <p>Apprentice Part of KSSP extracurricular</p> <p>Free</p> <p>Free</p>	<p>All clubs are fully booked each term. Children who attended KSP events have gone onto participating in an after-school club linked to what they have experienced.</p> <p>Over 65% of key stage one attended the Bikeability training. All children who took part in the Level One training achieved this. There was a 95% success rate in children learning to ride their bikes. 50% of the children who</p>	<p>To continue to offer a range of afterschool sports and activities. Children have requested basketball, volley ball and more Boccia.</p> <p>Leapfrog Sports to be brought in to offer an additional after school club (Wednesdays).</p> <p>School to start a walking club called Walmley Walkers.</p>

	<p>booked to run a Commonwealth Games Day. Timetable of activities to be planned throughout the week.</p> <p>Sports Day linked to Commonwealth Games.</p> <p>Children to be taken to KSSP experience days that introduce children to new sports and physical activities.</p> <p>Staff training on Balance ability.</p> <p>P.E. Lead and Apprentice to undertake Shooting Stars training.</p>	<p>Free</p> <p>Cost of coaches - £490</p> <p>Part of KSSP</p> <p>Free</p>	<p>took part have said they ride their bikes more out of school.</p> <p>All children said they enjoyed Sports Week. Some children said they would like to participate in more competitive sport. A few children said they will be taking part in some of the sports outside school. Children said they really enjoyed the dance, volley ball, javelin and walking around the field and would like to carry on doing these sports in school.</p> <p>Shooting Stars club has promoted girls' football. The girls who participated said they now like football and enjoy playing. Of the children questioned 75% said they now play football out of school, whereas they didn't participate before. Children said they didn't like the booklets but they enjoyed the club especially the activities that promote teamwork.</p>	<p>Apprentice to continue to run the Shooting Stars club. P.E. Lead to train them or KSSP.</p> <p>Staff to be given Balanceability training by the member of staff who went on the course.</p>
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
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				17%
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: £3436.24	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To give children the opportunity to participate in competitive sport in and out of school.	<p>Children to be taken to events held by KSSP.</p> <p>Children to compete in Sports Day and during Sports week. Motivational stickers to be purchased.</p> <p>Purchase new equipment to enable children to compete in a range of sports.</p> <p>Children who are less active/lack fundamental movement skills to be targeted to improve their confidence and participation in competitive sport.</p>	<p>Part of KSSP</p> <p>£47.92</p> <p>£300.32</p> <p>Apprentice</p>	<p>School has achieved success in out of school competitions. 1<sup>st</sup> in a Dance Competition and 2<sup>nd</sup> in a CWG competition.</p> <p>Children reported that they enjoyed Sports Day.</p> <p>All children who attended the competitions said they really enjoyed it. When they won they felt shocked, surprised and really happy. They said it would be a great memory and would like to do more competitions.</p> <p>Children who have attended competitions have said they were lots of fun. They felt proud, happy and that they would like to get fitter and practise more.</p> <p>The apprentice and teachers have reported that there has been positive impact on the</p>	<p>Children to take participate in inhouse competitions once a term. This is to take place at the end of each term.</p> <p>Sports Week and Sports Day to continue.</p> <p>Make links with local schools to promote competition between them.</p> <p>Some lunchtime clubs to have a competitive element.</p> <p>Promotion of Women's football through World Cup in July, 2023.</p>

			<p>children's well-being. The focus children have become more confident, focused in class and their ability to work as part of a team has improved.</p> <p>The less active children seek out the apprentice during lunchtime and playtime to play physically active games or to take part in clubs.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	W.J.Walmsley
Date:	27.6.22
Governor:	
Date:	