

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	n/a
Total amount allocated for 2020/21	£16320
How much (if any) do you intend to carry over from this total fund into 2021/22?	n/a
Total amount allocated for 2021/22	£16320
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16320

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>	n/a
<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 2021.</p> <p>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]?</p> <p>Please see note above</p>	n/a
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 over and above the national curriculum requirements. Have you used it in this way?</p>	n/a

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:	
			%	
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:
To ensure all children are being physical active for at least 30 minutes during the school day.	<p>PE Co-ordinator - informing planning, liaising with teaching staff and monitoring</p> <p>PE coordinator monitoring:</p> <ul style="list-style-type: none"> - Class teachers are regularly highlighting physical activity on their weekly timetables which include active breaks such as Jump start Jonny - PE coordinator has implemented using active video after phonics in order to give children a break before their next lesson - this is being highlighted on some timetables. - Attachment and trauma meetings - Liaising with staff at these meetings has enabled teachers to implement active 	None	<p>Children in class are able to move more in order to have regular brain breaks throughout the day.</p> <p>Children are being more active in class by taking part in active videos.</p> <p>Seesaw videos of children being active at home through active homework in all year groups.</p>	<p>Staff to have a bank of active videos on their laptops to use at certain times in the day including lunchtimes and highlight this on their planning.</p> <p>Teaching staff to plan in opportunities for active introductions/lessons at least twice a week in core or non-core subjects and highlight this in planning.</p> <p>Use of equipment outside during playtimes and lunchtimes in order to engage all children to be physically active outside.</p>

Created by:



Supported by:



	<p>regulation breaks in lessons and highlight this on timetables</p> <ul style="list-style-type: none"> - Active homework has been implemented for all children weekly by the PE coordinator to promote being physically active at home. 	<p>£9,635.00</p>	<p>Has given children an extra 30 minutes extra structured physical activity once every two weeks.</p> <p>Provided children with fun/challenging games which has developed children's confidence, social skills and other key skills e.g. agility, aiming, balance, flexibility, speed etc.</p> <p>Most children are engaged in the sessions and enjoy working in a team and also competing against one another (see children's views sheet).</p> <p>Sessions have given children ideas on how to be more active at home.</p>	<p>CPD - PE coordinator to train lunchtime supervisors to develop their confidence using behaviour management strategies and delivering physical activities during lunchtimes</p> <p>Weekly certificates to be awarded every week to children in assemblies which will give children a sense of achievement and encourage others to take part more independently.</p> <p>PE coordinator to liaise with lunchtime staff termly in order to monitor lunchtime activities and provide further training.</p>
--	---	------------------	---	--

<p>To be physically active during lunchtimes and encourage and inspire children to take part in a range of sports.</p>	<p>Premier Education - running a range of lunch time clubs once a week</p>	<p>£1,947.50</p>	<p>100% of children were allocated 3 clubs this year.</p> <p>Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills.</p> <p>Inspired children to engage in a range of different sports.</p> <p>Increased opportunities for skill development linked to learning in PE lessons.</p> <p>Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups).</p> <p>Clubs have also developed children's resilience and attitude towards competition.</p>	<p>SEND children to be pre warned about a club they will be attending and attend clubs with their LSA for a shorter period of time.</p> <p>Stickers to be given during clubs for achievements e.g. resilience, personal best, working well in a team etc.</p>
--	--	------------------	---	---

	<p>Streetly Academy:</p> <ul style="list-style-type: none"> - Buddy training - Year Two children - Lunchtime supervisor training to support buddies outside. 		<p>Gave Year Two the relevant training in order to be mini play leaders at lunchtimes.</p> <p>Year Two buddies practised games outside and then taught it to other children with support from the lunchtime staff.</p> <p>Gave other children ideas of what games to play outside.</p> <p>Developed Year Two children's leadership skills and their confidence making up games.</p>	<p>Lunchtime staff to get buddies involved in playground activities after training from PE coordinator.</p> <p>New Year Two children to be trained in the Autumn term.</p>
--	--	--	---	--

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:
To be physically active during lunchtimes and encourage and inspire children to take part in a range of sports.	Lunch time play leader providing adult-led activities and liaising with staff - 5 x 1 hour per week	£9,635.00	<p>Has given children an extra 30 minutes extra structured physical activity once every two weeks.</p> <p>Provided children with fun/challenging games which has developed children's confidence, social skills and other key skills e.g. agility, aiming, balance, flexibility, speed etc.</p> <p>Most children are engaged in the sessions and enjoy working in a</p>	<p>CPD - PE coordinator to train lunchtime supervisors to develop their confidence using behaviour management strategies and delivering physical activities during lunchtimes</p> <p>Weekly certificates to be awarded every week to children in assemblies which will give children a sense of achievement</p>

	Premier Education - running a range of lunch time clubs once a week	£1,947.50	<p>team and also competing against one another (see children's views sheet).</p> <p>Sessions have given children ideas on how to be more active at home.</p> <p>100% of children were allocated 3 clubs this year.</p> <p>Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills.</p> <p>Inspired children to engage in a range of different sports.</p> <p>Increased opportunities for skill development linked to learning in PE lessons.</p> <p>Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups).</p> <p>Clubs have also developed children's resilience and attitude</p>	<p>and encourage others to take part more independently.</p> <p>PE coordinator to liaise with lunchtime staff termly in order to monitor lunchtime activities and provide further training.</p> <p>SEND children to be pre warned about a club they will be attending and attend clubs with their LSA for a shorter period of time.</p> <p>Stickers to be given during clubs for achievements e.g. resilience, personal best, working well in a team etc.</p>
--	---	-----------	---	---

<p>To be physically active during lunchtimes and encourage and inspire children to take part in a range of sports.</p>	<p>Streetly Academy:</p> <ul style="list-style-type: none"> - Buddy training - Year Two children - Lunchtime supervisor training to support buddies outside. 		<p>towards competition.</p> <p>Gave Year Two the relevant training in order to be mini play leaders at lunchtimes.</p> <p>Year Two buddies practised games outside and then taught it to other children with support from the lunchtime staff.</p> <p>Gave other children ideas of what games to play outside.</p> <p>Developed Year Two children's leadership skills and their confidence making up games.</p>	<p>Lunchtime staff to get buddies involved in playground activities after training from PE coordinator.</p> <p>New Year Two children to be trained in the Autumn term.</p>
<p>To improve the dance curriculum throughout the school.</p>	<p>Dance CPD:</p> <ul style="list-style-type: none"> - Year 1 and Year 2 teacher paired teaching over a 6 week block. - Year 1 and 2 staff attending weekly meetings to discuss lesson expectations, progression and assessment - Dance artist working with year 1, 2 and Reception staff in order to remap the dance 	<p>£2288</p>	<p>Teacher surveys before the training:</p> <ul style="list-style-type: none"> - 3/6 felt their knowledge and understanding of key skills was adequate or below. 3/6 teachers felt their knowledge and understanding was good. - 5/6 teachers felt planning a series of dance lessons difficult. 1/6 felt it was 	<p>Reception staff and new teaching staff to have dance CPD training in the summer term.</p>

	<p>curriculum.</p> <ul style="list-style-type: none"> - Teacher surveys given out at the start of the CPD and at the end. 		<p>okay.</p> <ul style="list-style-type: none"> - 4/6 teachers felt differentiation in dance lessons difficult. 2/6 felt it was okay. - 4/6 teachers felt assessing dance was difficult. 2/6 felt it was okay. - 5/6 teachers felt behaviour management was okay. 1/6 found it very difficult. <p>Teacher Survey's after the training:</p> <ul style="list-style-type: none"> - 5/6 teachers felt their knowledge and understanding was good or above. 1/6 felt their knowledge and understanding of key skills was adequate. - 2/6 teachers felt planning a series of dance lessons not difficult. 4/6 felt it was okay. - 5/6 teachers felt differentiation in dance lessons okay. 1/6 felt it was difficult. - 2/6 teachers felt assessing dance was not difficult. 4/6 felt it was okay. - 4/6 teachers felt 	
--	--	--	--	--

			<p>behaviour management was not difficult. 2/6 found it okay.</p> <p>Teachers have been very positive about their training in weekly conversations and during performance management.</p> <p>From the surveys teachers feel they have a clearer understanding of the key skills and more confident delivering dance lessons. They feel a lot more confident and now have a good understanding of how to plan a series of progressive lessons in order to build on skills.</p> <p>Children took part in the Summer Shake and SLT/teaching staff commented on the level of dance this year compared to previous years.</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	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:

consolidate through practice:				
To improve the dance curriculum throughout the school.	<p>Dance CPD:</p> <ul style="list-style-type: none"> - Year 1 and Year 2 teacher paired teaching over a 6 week block. - Year 1 and 2 staff attending weekly meetings to discuss lesson expectations, progression and assessment - Dance artist working with year 1, 2 and Reception staff in order to remap the dance curriculum. - Teacher surveys given out at the start of the CPD and at the end. 	£2288	<p>Teacher surveys before the training:</p> <ul style="list-style-type: none"> - 3/6 felt their knowledge and understanding of key skills was adequate or below. 3/6 teachers felt their knowledge and understanding was good. - 5/6 teachers felt planning a series of dance lessons difficult. 1/6 felt it was okay. - 4/6 teachers felt differentiation in dance lessons difficult. 2/6 felt it was okay. - 4/6 teachers felt assessing dance was difficult. 2/6 felt it was okay. - 5/6 teachers felt behaviour management was okay. 1/6 found it very difficult. <p>Teacher Survey's after the training:</p> <ul style="list-style-type: none"> - 5/6 teachers felt their knowledge and understanding was good or above. 1/6 felt their knowledge and understanding of key skills was adequate. - 2/6 teachers felt planning a series of dance lessons not difficult. 4/6 felt it was 	Reception staff and new teaching staff to have dance CPD training in the summer term.

<p>To be physically active during lunchtimes and encourage and inspire children to take part in a range of sports.</p>	<p>Streetly Academy:</p> <ul style="list-style-type: none"> - Buddy training - Year Two children - Lunchtime supervisor training to support buddies outside. 	<p>£500</p>	<p>okay.</p> <ul style="list-style-type: none"> - 5/6 teachers felt differentiation in dance lessons okay. 1/6 felt it was difficult. - 2/6 teachers felt assessing dance was not difficult. 4/6 felt it was okay. - 4/6 teachers felt behaviour management was not difficult. 2/6 found it okay. <p>Teachers have been very positive about their training in weekly conversations and during performance management.</p> <p>From the surveys teachers feel they have a clearer understanding of the key skills and more confident delivering dance lessons. They feel a lot more confident and now have a good understanding of how to plan a series of progressive lessons in order to build on skills.</p> <p>Gave Year Two the relevant training in order to be mini play leaders at lunchtimes.</p> <p>Year Two buddies practised games outside and then taught it to other children with support from the lunchtime staff.</p>	<p>Lunchtime staff to get buddies involved in playground activities after training from PE coordinator.</p> <p>New Year Two children to be trained in the Autumn term.</p>
--	--	-------------	---	--

			<p>Gave other children ideas of what games to play outside.</p> <p>Developed Year Two children's leadership skills and their confidence making up games.</p>	
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:
To offer a broad range of outdoor experiences for PP children.	Trip to Kingswood Trust.	£192	<p>Children were able to develop vital skills e.g. leadership, resilience, teamwork, social etc whilst taking part in fun, outdoor activities.</p> <p>Children were physically active for the day on the trip.</p> <p>Pupil voice - One SEND child climbed a tree and jumped off and shouted 'I've learnt a new skill!'</p>	To potentially offer this trip as a residential stay for PP children next year.
To be physically active during lunchtimes and encourage and inspire children to take part in a range of sports.	<p>Lunch time play leader providing adult-led activities and liaising with staff - 5 x 1 hour per week</p> <p>Premier Education - running a range of lunch time clubs once a week</p>	<p>£9,635.00</p> <p>£1,947.50</p>	<p>Has given children an extra 30 minutes extra structured physical activity once every two weeks.</p> <p>Provided children with fun/challenging games which has developed children's confidence, social skills and other key skills e.g.</p>	CPD - PE coordinator to train lunchtime supervisors to develop their confidence using behaviour management strategies and delivering physical activities during lunchtimes

		<p>agility, aiming, balance, flexibility, speed etc.</p> <p>Most children are engaged in the sessions and enjoy working in a team and also competing against one another (see children's views sheet).</p> <p>Sessions have given children ideas on how to be more active at home.</p> <p>100% of children were allocated 3 clubs this year.</p> <p>Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills.</p> <p>Inspired children to engage in a range of different sports.</p> <p>Increased opportunities for skill development linked to learning in PE lessons.</p> <p>Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups).</p> <p>Clubs have also developed children's resilience and attitude towards</p>	<p>Weekly certificates to be awarded every week to children in assemblies which will give children a sense of achievement and encourage others to take part more independently.</p> <p>PE coordinator to liaise with lunchtime staff termly in order to monitor lunchtime activities and provide further training.</p> <p>SEND children to be pre warned about a club they will be attending and attend clubs with their LSA for a shorter period of time.</p> <p>Stickers to be given during clubs for achievements e.g. resilience, personal best, working well in a team etc.</p>
--	--	---	--

			competition.	
--	--	--	--------------	--

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:
To increase participation in competitive sport.	Boccia Multi skills competition New structure to sports day linked to common wealth games	n/a	6 SEND children in Year Two were able to take part in a Boccia competition and represent their school. 10 Year Two children were able to take part in a multi skills competition and represent their school. They came second and 3 children got the highest score out of 70 children!	Year One and Two children to take part in gymnastics competition. Athlete to visit the school to promote sport and fitness.

Signed off by	
Head Teacher:	<i>D Naffari</i>
Date:	19.07.22
Subject Leader:	S.davis
Date:	14.7.22
Governor:	<i>CA</i>
Date:	19.07.22