

# 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 of funding for 2023/24. To be spent and reported on by 31st July 2024. | £ 17,750 |
|---|----------|

## Swimming Data

Please report on your Swimming Data below.

|   |        |
|---|--------|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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?<br><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 2023.<br>Please see note above  | %      |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | %      |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | %      |
| 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?   | Yes/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> 2023/24   |  | <b>Total fund allocated:</b> 17,750 |                    | <b>Date Updated:</b> September 2023  |                                       |
| <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:<br>3% |
| <b>Intent</b>   | <b>Implementation</b>  |                                     | <b>Impact</b>      | Total- £ 550   |                                       |
| 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?: |                                       |
| 2 x 1 hour PE Sessions (new scheme- GetSet purchased to support staff planning, delivery of high quality PE and assessment) each week for all children in school<br><br>To support children’s physical and mental well-being, improved levels of concentration as well as physical fitness. | Purchase Getset4PE subscription for the year<br><br>Work with ECTs and new staff on timetabling<br><br>Children to wear PE kits to school/ home on PE days to ensure no wasted time getting changed.<br><br>Wake up-shake up, active blasts, the Daily Mile, Mini Me yoga breaks support children’s physical and mental well being, enabling short breaks throughout the day.<br><br>Mini me Yoga resources to support with delivery in class daily- straight after lunch play |                                     | £550               |  |                                       |

|  |   |   |  |  |
|--|---|---|--|--|
| <p>Provide a wider range of sporting/ physical after school clubs with external sports coaches for high quality instruction and engagement</p> <p>Years 4,5 and 6 pupils trained as play leaders to support younger children in active games</p> <p>Swimming timetable adapted to allow full term swimming for Y6 &amp;5.<br/>Y6 – Autumn<br/>Y5- Spring<br/>Y3&amp;4-Summer</p> | <p>More staff to support in Breakfast club to enable active start to the day</p> <p>Aspire coaches after school clubs- 3 days per week- wide range of activities offered ( 5 clubs offered- body kombat/ Hockey/ basketball/multi-sports/volley ball)</p> <p>Investigate the play leader training for upper KS2</p> <p>CPD for staff on teaching swimming and keeping assessment records . Monitor records so target children can have the extra sessions during summer term.</p> | <p>Part of the contract-<br/>£16,671 as below</p> <p>Subscription already purchased</p> |  |  |
|--|---|---|--|--|

|   |  |  |  |                                 |
|---|--|--|--|---------------------------------|
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b> |  |  |  | Percentage of total allocation: |
|   |  |  |  | 0                               |

| 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>New PE lead to monitor the implementation of teaching and learning across the school including coaches.</p> <p>Children to fully participate in all PE opportunities and feel proud to be part of the school- appropriate PE kits and footwear where possible so all children can take part</p> | <p>MP to have release time to work with Aspire to develop role and then time to monitor lessons and carry out Pupil voice</p> <p>Purchase PE kits for PP children so they all have kits to join in every lesson.</p> | <p>Cost to be taken from CPD funding</p> <p>Costs to be taken from PP funding</p> <p>TBC</p> | <p>Sustainability and suggested next steps:</p>   |

|  |  |   |  |  |
|--|--|---|--|--|
| <p>To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching</p> <p>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>Pupils, staff and parents are aware of sporting activities and achievements across the school.</p> <p>Parents and families involved in sporting/physical activities through links to active families on getset4PE website</p> | <p>Walking bus to/from school- WOW scheme implemented</p> <p>Health week- Spring term</p> <p>Results and photos to be celebrated/displayed/promoted via by display board in the hall, newsletters, blogs and via school instagram.</p> <p>Put links to website on school website and newsletters. Encourage children to get families involved. Mention achievements in Cosmic champions assemblies- invite parents in to share the celebration</p> | <p>Getset4pe subscription- as above</p> |  |  |
|--|--|---|--|--|

|   |  |                    |  |  |
|---|--|--------------------|--|--|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                    |  | Percentage of total allocation:          |
|   |  |                    |  | 94%                                      |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  | £16,761                                  |
| 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>New PE lead to monitor the implementation of teaching and learning across the school including coaches.</p> <p>Aspire coaches in school to work with staff to develop subject knowledge and confidence in teaching a wide range of PE skills and developing knowledge children need to have a better understanding of how to keep physically and emotionally healthy</p> <p>Ensure staff that go swimming feel confident- deliver CPD</p> <p>All staff to feel confident taking classes on activity based field trips and outdoor adventures</p> <p>Lunchtime supervisors to be more confident in supervising and leading sporting activities at lunchtime so chn can fully engage and develop sportsmanship as well as a wider range of physical skills</p> | <p>MP to have release time to work with Aspire to develop role and then time to monitor lessons and carry out Pupil voice (possibly get Aspire in 1 extra ½ day per term to work with PE lead)</p> <p>Purchase Getset4PE subscription for the year</p> <p>Aspire coaches in school 2 days per week- PECS &amp; 3 afterschool clubs</p> <p>New staff to shadow more experienced staff a couple of times before taking own class. Always have a more experienced member of staff to accompany.</p> <p>Staff to receive training in Ed visits risk assessments with a focus on health and safety for physical activities</p> <p>Pastoral manager to do a refresher training on games</p> | <p>as above</p> <p>£16,761</p> |  |  |
|---|---|--------------------------------|--|--|

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
2.5%

| Intent   | Implementation  |                           | Impact  | £529  |
|--|---|---------------------------|---|---|
| <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>All KS2 children to attend a physical activity day at Woodlands adventure centre</p> <p>KS1 and EYFS to experience an activity day- explore options</p> <p>Wide range of activities offered through enrichment</p> <p>After school clubs- all offered free of charge to children</p> <p>Birmingham Royal ballet in school to deliver workshops – whole school</p> <p>Develop whole school sports day to include some alternative activities</p> <p>Access activities offered at Free@last</p> | <p>Teachers plan for and work alongside team leaders – children to access SEMH as well as physical for the adventure day (<i>currently Woodlands</i>)</p> <p>Research settings that can accommodate EYFS &amp; KS1- looking for physical development opps/ gross motor skills etc.</p> <p>Enrichment weekly to include choices such as Bhangra dancing, tap dance, archery, boxing</p> <p>Aspire sports 3 days per week- range of inclusive sports clubs</p> <p>Ballet in a box- The Nutcracker-</p> <p>Release time for PE lead to plan and resource sports day.</p> | <p>(from PP)</p> <p>£650- £529 from SP/ made up by PP</p> <p>As above</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: |
| <p>Hold whole school house sporting tournaments throughout the year</p> <p>Continued promotion of local sports clubs. Good children take up of sports outside of school.</p> <p>To attend any BDMAT sports competitions to work alongside and compete against other local schools. Children in all year groups given opportunity to compete and represent the school.</p> | <p>PE lead release time to arrange</p> <p>PE lead to liaise and work with Aspire coaches to ensure any skills needed are developed through PE lessons and relevant after school clubs</p> <p>Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families.</p> <p>Aspire coaches- lunch time- sports coaching leading to interhouse competitions. Across KS1 &amp; KS2</p> | <p>£TBC</p> <p>From Aspire funded above</p> |  |  |

Total funding 23-24= 17,750

Total forecast expenditure= 17,746