

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

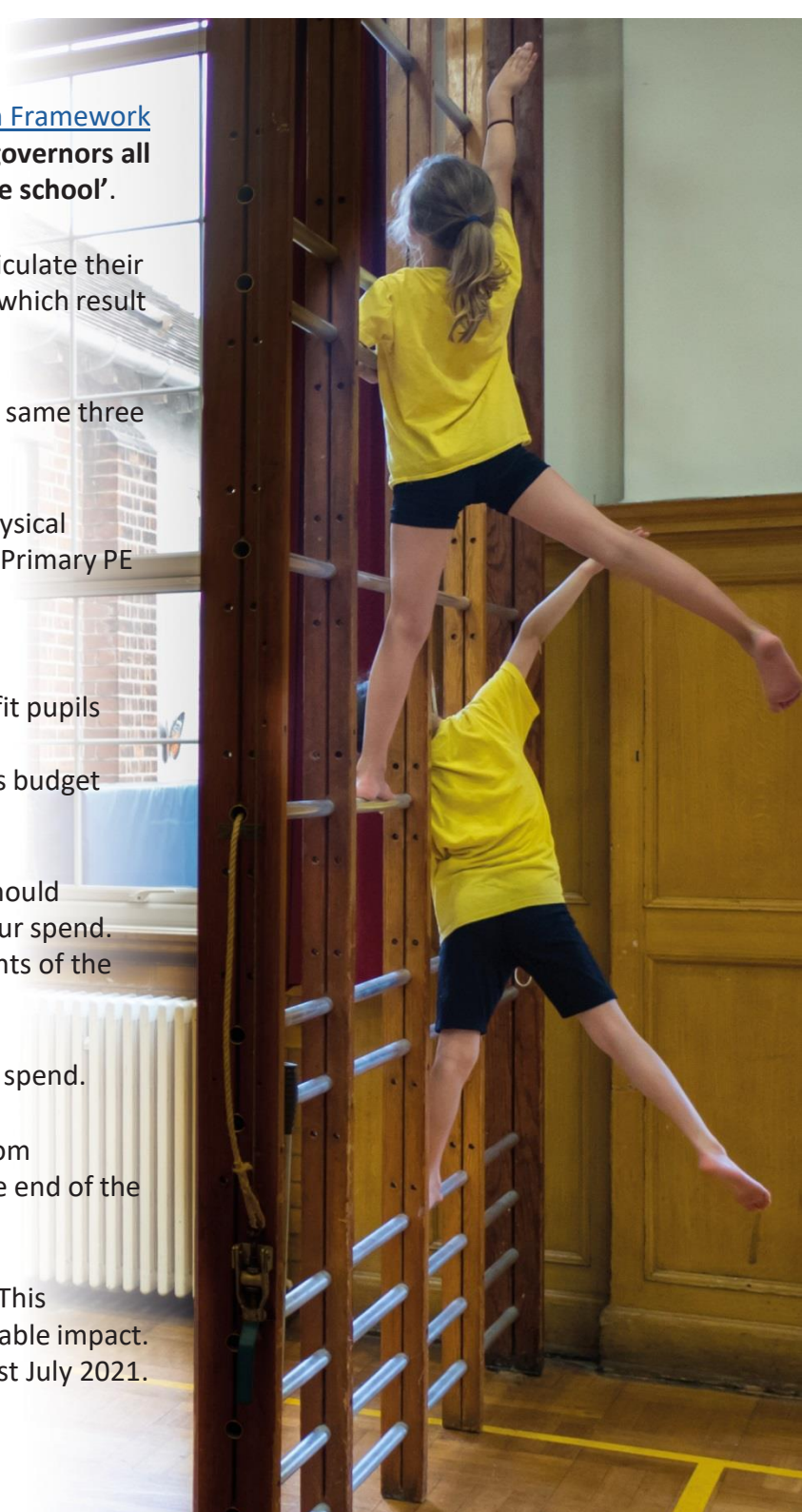
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Afterschool clubs ran each day for years 1 – 6. All children expressing an interest in a club are given an opportunity to attend along with additional targeted children.</p> <p>Profile of PE, School Sport and physical activity (PESSPA) across the school. Throughout the pandemic, physical activity workouts were delivered to all pupils and parents via uploaded zoom sessions.</p> <p>Increased PE staff confidence in teaching PE through the renewed membership with PE Hub.</p> <p>Participation in Birmingham Primary schools football tournaments for year 6 boys and girls and KSSP Spirit of the Games Outdoor Festival.</p> <p>2-week extensive swimming course provision for all year 3 pupils.</p> <p>Due to school closure and Covid-19 pandemic not all actions from last year were implemented</p>	<p>Increased range of extra-curricular PE clubs on offer to all pupils - participate in sports which we haven't participated in previously such as Ultimate Frisbee.</p> <p>Undertake membership and participate in competitions through School Games and Kingsbury Sport SP.</p> <p>Provide opportunities for all pupils to take part in competitive sport through KSSP and School Sport Games.</p> <p>The engagement of all pupils in regular physical activity – organised break and lunch time activities with the PE staff.</p> <p>Swimming provision for all year 6 pupils to achieve 25m through booster sessions.</p> <p>Continue to look for opportunities for other sports linked to the Commonwealth Games.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£0**

+ Total amount for this academic year 2020/2021 **£8,326**

= Total to be spent by 31st July 2021 **£30,000**

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<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 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>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>	<p>%</p> <p>No results due to COVID-19 school closure</p>
<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>	<p>%</p> <p>No results due to COVID-19 school closure</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p> <p>No results due to COVID-19 school closure</p>
<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>	<p>Yes/No</p> <p>Due to COVID-19 school closure</p>

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:
Engage children in a variety of sports and physical activities embedding being physically active at school and home.	Continued to provide high quality PE sessions during the pandemic. Online sessions were provided for use by all pupils.	£18,000	Children continued to access the curriculum through taught PE sessions, developing a variety of skills through activities and sports. Pupils achieve a succeed in when in PE lessons.	Utilise the specialist teaching skills within the PE team to offer a wide range of sports and activities.
An additional member of the PE team was appointed with a specialist in dance.	Employment of sports coach with a specialist sports qualification.			
Increased the number of pupils engaged in physical activity through promoting physical activity at home. Linked to wellbeing and mental due to COVID-19 pandemic.	The PE team created physical activity workouts daily, for pupils to join in with. Workouts were sent out to parents who were encouraged to join in with their children.		Children enjoyed completing physical activity at home and school. Positive feedback from parents and pupils.	Termly PE newsletter to include skills, activities and challenges that can be complete at home.
Purchase of equipment and resources to enable access for every pupil during PE lessons. Due to COVID-19	Purchase additional PE resources to support the PE curriculum and continuation of high-quality lessons	£1350	Teaching is more effective with a range of appropriate equipment and resources.	Regular audit of equipment and resources.

guidelines, PE equipment couldn't be shared across bubbles, additional equipment was purchased.				
Provide opportunities for daily physical activity through a mile a day.	Encouraged use of initiative such as the daily mile in all year groups at least 3 times a week.		Increased participation in daily physical activity. Children across the school more active daily and enjoy being active.	
Further increase the opportunities for children to be physically active at playtime and lunchtime. Children to continuously have access to high quality resources to facilitate active play.	Continuously audit and purchase playground equipment and resources to ensure children always have equipment to participate in physical activity and games. Replacement of lost and broken resources.		To build more structure to playtimes to focus on physical activity and wellbeing, increase levels of fitness, co-ordination, and behaviour.	Develop a lunch time timetable to ensure that all pupils are given the same opportunities.
After school opportunity sports clubs were available for each year group daily. Ensuring the range of after school clubs was wide and varied to give the children a range of experiences	Sports clubs to change each term so that more children have the option to access them. Clubs meet the varied interests of children within the school and cover all the main sports.		All clubs oversubscribed with waiting list. Pupils offered a range of sports each half term.	Introduce new sports and activities for pupils to try after school.
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:

Continue to raise the profile of PE, school sport and physical activity. PE Staff uniform to promote physical activity through appropriate clothing.	PE is visible in and around school through display boards, newsletter, school website and representation of PE staff (in uniform) around school.	£1200	PESSPA embedded around school through break times, PE sessions, after school clubs, assemblies and inter school clubs. PE staff dressed in sports wear to delivery PE lessons.	Order additional sportswear for all staff. Termly newsletter highlighting PE lessons taught, skills learned, after school clubs and participation in inter school clubs (KSSP, School Sport Games).
High quality PE sessions delivered during curriculum time by PE staff.	Continue to develop use of PE Hub planning and assessment. Purchase equipment to support teaching and learning practices.	£650 £1350	Access to regular high-quality PE provision. All pupils having at least 1 hour of PE sessions, plus daily physical activity. Pupil enjoyment and engagement through pupil voice.	Monitor the PE lessons to ensure skills are being developed through differentiation and challenge.
School Improvement Plan (SIP) identified wellbeing as being one of the priorities.	Focusing on physical and mental wellbeing of pupils.		Awareness by all staff of the SIP in particular wellbeing.	Maintain SIP priority.
Children to continue to learn good playground behaviours, social skills and sporting values through participating in sport and game activities at lunchtime.	Provide sports coaches to run physical activities at lunchtime (summer term).	£800	More pupils engaged in physical activity at lunch times using their initiative and skills learned in PE lessons.	Widen the opportunities during lunch time. Additional sports equipment such as outdoor table tennis tables.

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 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>High quality PE sessions delivered during curriculum time by PE staff. Timetabled PE each week for every pupil, allowing pupils to develop themselves, build knowledge of skills and develop a positive relationship with physical and mental health.</p> <p>Renewed membership with PE Hub for planning and assessment. PE staff to deliver high-quality PE sessions through the use of PE Hub planning.</p> <p>Wider variety of equipment for to support staff. Ensure children have access to high quality resources during PE sessions with a particular focus on summer sports equipment. This will enable access for every child during every PE lesson.</p>	<p>Continue to develop use of PE Hub planning and assessment. Purchase equipment to support teaching and learning practices.</p> <p>To develop and maintain staff confidence in PE to ensure high quality PE lessons are being taught. All staff have access to PE schemes and lessons for all units of work. Hall spaces and outdoor spaces are timetabled in order to give each class the opportunity to access the correct spaces needed to maximise PE lessons.</p> <p>PE team adapted PE Hub planning to meet the needs of the pupils based on skills, ability and progression.</p> <p>Purchase additional PE resources to support PE lessons for all summer units of work and for all classes. All lessons to be fully resourced so all individuals are able to engage fully in PE lessons.</p>	<p>£650</p> <p>£1378</p>	<p>Access to regular high-quality PE provision. All pupils having at least 1 hour of PE sessions, plus daily physical activity. Pupil enjoyment and engagement through pupil voice.</p> <p>Increased knowledge and confidence of teaching the PE curriculum and the delivering skills, progression and differentiation.</p> <p>Staff and pupils are more confident in using the equipment and resources available. All pupils enjoy and engage with lessons and are more active.</p>	<p>Monitor the PE lessons to ensure skills are being developed through differentiation and challenge.</p> <p>Adopt PE Hub planning throughout the school.</p> <p>Pupils to develop confidence and independency with using the equipment at lunchtime and break times. Introduced pupil sports leaders.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

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</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>

consolidate through practice:				
<p>Additional achievements:</p> <p>Offer a range of activities within and outside of the curriculum to maximise physical activity levels. Children to be given more opportunities to participate in a range of activities during break time, lunchtime and after school.</p> <p>Provide experiences for all pupils that broaden their knowledge, understanding and appreciation of sports. This will increase children's knowledge of a major sporting event and its values.</p>	<p>Deliver a wider range of sports clubs after school. Year 4/6 activity trips. To Whitemoor lakes and Blackwell Activity Centre.</p> <p>Links with the promotion of the Commonwealth Games 2022 mascot. Pupil assembly and meeting the mascot.</p>		<p>Pupils had opportunities to participate in sport and physical activities in school. After school sport clubs for all pupils – with some pupils targeted. Increased use of Forest Schools and the farm. Increased pupil participation in all after school clubs.</p> <p>Pupils enjoyed hosting the mascot, giving them an insight into the forthcoming Commonwealth Games.</p> <p>Selection of pupils met the mascot and carried out interviews for the BBC, ITV and local radio stations.</p>	<p>Monitor the afterschool clubs, lunch time and physical activity to ensure all pupils participate, engage and enjoy.</p> <p>CWG 2022 Sport and Arts Initiative programme. Work with a cluster of schools to produce and undertake a sport and art activity linked to the Games. Develop opportunities for exposure to sporting events and involvement with other schools.</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>Pupils to take part in sporting activities – intra and inter school sport. Pupils given the opportunity to represent the school in league, competitions and festivals throughout the year. This develops their understanding of competition, fair play and sportsmanship.</p> <p>Limited due to COVID-19 restrictions.</p> <p>Provide school sports days for all pupils during the Summer term so they have an opportunity to experience and understand competition in a fun manner.</p>	<p>Competed in the KSSP – Spirit of the Games Festival held at Greenholm. This was linked to a virtual inter schools’ competition.</p> <p>Birmingham Primary Schools Football tournaments.</p> <p>PE subject leader to run successful sports days. Purchase stickers, equipment, certificates and trophies.</p>	£800	<p>Over 40 pupils from year 5 took part in the only school’s competition this academic year.</p> <p>Year 6 Boys and Girls took part in football tournaments. Success shared on Twitter, assembly and display board. Pupils take pride in taking part and representing the school.</p> <p>Whole school competed in Sports days where all pupils were able to perform to their ability achieving stickers as rewards. Pupils were motivated and engaged.</p>	<p>Undertake membership with KSSP and School Games to further develop participation in competitions, staff CPD and School Games kitemark.</p> <p>Include all events on Twitter and termly newsletter.</p> <p>Link to Commonwealth Games 2022 – awareness of next year Summer Games.</p>

Signed off by	
Head Teacher:	Gill Turner
Date:	29.7.21

Subject Leader:	Seemita Gumbs
Date:	29.7.21
Governor:	
Date:	