

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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

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 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 2020** 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 2020. 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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>A higher percentage of children left Year 6 last year having achieved the national expectation for swimming due to longer blocks of swimming.</p> <p>More after school clubs have been introduced meaning that more children took part in physical activity outside of school hours.</p> <p>The school participated in more inter school competitions than in previous years and the number of children participating in inter school competitions increased significantly.</p> <p>PE Coordinator teaching PE has led to children being more enthusiastic about participating in PE, clubs and competitions.</p>	<p>The number of children leaving Year 6 being able to swim competently still needs to rise. Last year we achieved 41%, so there is a notable rise, but there still needs to be more succeeding the national expectation.</p> <p>Inactive pupils still exist within the school.</p> <p>We need to target these children more and get them moving. This will be through focussed intervention groups ran by JR.</p> <p>PE Coordinator to attend further CPD sessions to keep up to date with developments following the pandemic.</p>

Meeting national curriculum requirements for swimming and water safety.	
<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>	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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>Yes/No</p> <p>We will continue to block Years 5 and 6, although school swimming sessions will be unavailable in September.</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: 2019/20		Total fund allocated: £18,640	Date Updated: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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 get children more active during break and lunch times.	Purchasing new playtime equipment	£150 to enrich equipment	Children are using the equipment and being more active at break times.	Regular checks on the equipment need to be made. New equipment will need to be purchased as current equipment declines. Speak to sports council about equipment they would like for the playground.
To promote active lifestyle throughout the day.	Provide continual updates to lunchtime supervisors with games to facilitate physical activity with small groups.		There are zones on the playground for various games and activities.	
	Jump Start Jonny was purchased as a tool to use throughout the day.	£310 for whole school membership	Children are more enthusiastic when starting PE with a dance. They are more energetic and has helped with confidence, particularly boys.	Organise daily mile slots for each class. JSJ has released videos during lockdown we have had access to.
Lunchtimes are available to children identified as non-participants in physical activity and extra-curricular sports clubs.	Wolves Foundation to facilitate clubs twice a week to different year groups	Inclusive of Wolves funding £4620 (for 4 half-terms, 2 days a week, up to 17.03.20 prior to school closure)	Sports clubs are provided by the company, that provides CPD class sessions to staff, so the children are familiar with the adults leading the sessions and they are therefore more inclined to take part.	Wolves will no longer be used, therefore a member of staff who is on duty will facilitate and supervise Play Leaders during lunch times.
To train pupils in the Playmaker award	Year 5 and 6 children to be trained in the facilitation of games	As above	Pupils have lead session for KS1 pupils. This has been very popular. Pupils have been more inclined to take part due to children leading.	JR will continue to train children to lead sessions, providing them with a range of activities. Introduce Daily Mile

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:
Celebration of sporting achievements and success.	Following each competition, the children were provided with certificates and a special mention during assemblies. Dojo, school newsletters and Trust newsletters have been used to celebrate this success.	0	Children have shown a much greater interest in participating in competitions. Children have asked for more competitions to be provided. They are recognising the value of praise and pride through this participation.	Purchase a sports mascot and diary for clubs and competitions to keep a record of successes and positive attitudes towards sports and physical activity. Assign Year 5 and 6 pupils as PE ambassadors to feedback competition results during assemblies.
To raise money for charity events	During Sports Relief week, the children and staff will take part in a Sports Relief Mile and Jump Start Jonny Dance-a-thon.	0	Children thoroughly enjoyed their Sports Relief Mile and sponsored dance. They were talking about the mile specifically and asked if they could do it again. JR discussed with them doing it daily and the children were excited about doing that. Money was raised for Sports Relief, dojo messages were sent out throughout the week. The parents responses were fantastic, they loved seeing their children being active and enjoying themselves during the dance sessions,	Implement daily mile next academic year. This will ensure that every child can complete it at their own pace. It will further raise the profile of a healthy lifestyle within school.

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:
Develop staff members in understanding of and ability to deliver different sports.	Wolves Foundation have provided after school staff meetings (28.01.20) and in-lesson CPD for teachers throughout school. JR to provide team teaching and developments in the subject	Inclusive of Wolves Funding	Class teachers have had access to Teaching CPD opportunities. ST, RGriffiths, JR, SB and LD See Wolves Impact Report for further details As a result of the CPD sessions, staff are more confident and have demonstrated greater confidence and understanding during their lessons As a result of the high quality lessons delivered each week by JR, pupils are making good or better progress, particularly in KS1. Increased confidence, self-esteem and a greater desire to learn is evident from lesson observations and pupil voice sessions. The enjoyment of PE increased participation in wider activities (clubs and competitions). Cooperation/working in groups is making a positive impact across the whole curriculum, particularly in Years 5 and 6. Using pupil voice and through discussion with staff and lesson drop-ins, the quality of PE and Sports provision has continued to improve.	Next year: EYFS will continue to be a focus, CPD will be made available to them and regular conversations with JR or SB. JR will be allocated on-going staff meeting time during Phase Meetings once per month; together with slots in professional development days to ensure staff are kept up to date and new staff are up to speed (particularly pertaining to COVID-19 updates)
Provide staff with CPD opportunities	AM attended Early Years Physical Development – Off to the best start! Course 13.11.19 RG attended Putting the Wow in Gymnastics Course 25.11.19 Staff CPD provided by the Wolves 28.01.20 A range of CPD webinars provided during school closure for staff.	£150 £150 Free		
Teaching of 'Power of PE' scheme of work to support and develop teaching staff's confidence and subject knowledge	Monitoring, half termly, of planning folders, self-audits for staff at the end of the year			
Provide children with quality lessons	Through CPD sessions. JR has taken over the teaching during PPA.	JR salary contributions £12,110		

		Total Excluding £300 – excluding JR Salary	Planning is being used effectively and, in most cases, adapted as a result of staff confidence and subject knowledge improving.	
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 broader range of after school clubs to engage more children and increase participation	JR has offered clubs each day afterschool. Wolves have provided 2 clubs each week for a variety of year groups.	Inclusive of JR salary Inclusive of Wolves funding. £500 to enrich equipment	Registers show increased participation of after school clubs based on previous data up to Spring term (prior to school closure) Overview of clubs for the year has been published on the school website.	Encourage more staff to offer extra-curricular activities to broaden the provision further. Speak to classes to ask which clubs they would like.
Participate in a range of inter school competitions and within the Walsall area	Membership of the cluster schools with Shelfield Academy to give children the opportunity to participate in a range of sports	Travel £150 Total excluding JR salary - £650	We have participated in 16 competitions through our cluster and through access to Wolves competitions. The Kids Cup was attended where the team came 2 nd in their group. Girls were offered more access to competitions. They won every competition they entered, making through to the next round in football (prior to school closure.	Continue to attend competitions. Create more opportunities for less-active children. Introduce Daily Mile.

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 introduce additional competitive sports in order to engage more pupils	<p>Participation in inter/intra school competitions through Shelfield SSP</p> <p>Release of staff to attend festivals during school time to comply with pupil to staff ratios.</p> <p>Transport to and from festivals where needed.</p>	<p>£500 for entry and travel</p> <p>Total - £500</p>	<p>Staff, parents and pupils have commented on the increase of competitions entered through the year (prior to school closure).</p> <p>Number of children participating in festivals/competitions has increased.</p> <p>Children feel proud to wear the school kit and other school can easily identify where we are from.</p> <p>Participation has increased for less-active, girls and SEND pupils.</p> <p>Opportunities for G&T to take part in competitions (recorded on Your School Games Planner)</p> <p>Several events targeting SEND/Non-participants.</p> <p>Year 5 and 6 Walsall Kids Cup Football Competition 25.11.19</p> <p>Year 5 and 6 Football Tournament (Wolves Run) – 31.01.20</p> <p>Year 3 girl is attending Wolves Academy following competition entry and links with Wolves Trust.</p>	<p>Continue to provide an increasing number of opportunities for children to participate in intra/inter competitions/festivals.</p> <p>Provide more intra school competitions throughout the year.</p> <p>Continue to monitor kit as it may need replacing.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	J Rusted
Date:	17.07.20
Governor:	
Date:	