

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



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TRUST



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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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:
Range of sports clubs provided Continuation of regular opportunities for physical activity – ‘The Mad Dash’ Improvement in teacher’s confidence to teach high quality PE	Ensure activities are all sustainable and able to continue in future years Provide a wider range of sports clubs to ensure access for all

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	88.9%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	88.9%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88.9%
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?	Yes

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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: 2021/22		Total fund allocated: £17,692		Date Updated: 25/10/2021		
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: 22%	
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?	
<p>All children should have access to physical activity at regular intervals during the day, both at play time but also during lesson times. Children should have access to a variety of sports clubs led by specialists.</p> <p>Train children as Play Leaders to deliver sessions in lunchtime to KS1 children</p> <p>Year 6 children should have access to top up swimming in order to access NC swimming aims</p>		<p>TED Day – Playground Games training for all staff</p> <p>Use of playground and astro for Mad Dash</p> <p>Kidderminster Harriers – lunchtime playground activities</p> <p>Sports Stars Education – lunchtime playground activities</p> <p>Top Up Swimming</p>		<p>£0</p> <p>£0</p> <p>£2838</p> <p>£532.50</p> <p>£550</p>	<p>Playleader training delivered by WFSSP (termly bespoke slot)</p> <p>12 Playleaders in Y5 delivering daily sessions to KS1 children</p> <p>Lunchtime playground activities provided daily, all classes benefit.</p> <p>2 activities per day – football and a second sport (over 80% of children accessing these activities)</p>	<p>Sustainability and suggested next steps:</p> <p>Utilise playground training to refresh in-house</p> <p>Kidderminster Harriers and Sports Stars to continue</p> <p>Top Up swimming to continue</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:
				9%
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>Children and staff alike should feel proud to be part of St Ambrose Catholic Primary School. Children should be motivated and enthused to participate in events representing their school, and also completing internal school events.</p> <p>Purchase staff fleeces to raise profile Purchase student hi-vis jackets Instil a sense of pride for staff and children alike</p> <p>Purchase spike ball equipment for sports club in Autumn Term</p>	<p>Membership with the Wyre Forest School Sport Partnership House competitions</p> <p>Staff fleeces Hi-vis jackets</p> <p>Spike ball equipment</p>	<p>£700</p> <p>£350</p> <p>£600</p>	<p>Staff fleeces worn at playtimes/end of day/school trips</p>	<p>Staff fleeces to be passed onto new staff if current staff leave</p> <p>Spike ball sessions to be delivered by PE Lead and CPD delivered to staff</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39%
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 develop teacher confidence in PE, ability to teach high-quality PE in order to promote the importance of PE and sport to all children. PE lead to deliver training to staff.	Membership with the Wyre Forest School Sport Partnership. PE Specialist to provide on-going CPD for up-skilling staff. Attendance at WFSSP CPD sessions	£1146.60 £5790	PE	Continue membership with the Wyre Forest School Sport Partnership

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 19%
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:
All children across the school should have access to a wide range of sports and activities, during school time and also at after school clubs.	<p>Membership with the Wyre Forest School Sport Partnership</p> <p>Kidderminster Harriers – lunchtime playground activities £2838</p> <p>Sports Stars Education – lunchtime playground activities £532.50</p> <p>After school clubs to include a wide variety of sport for children to experience.</p> <p>Attendance at a variety of WFSSP events to provide children with a range of opportunities.</p>		<p>Lunchtime playground activities provided daily, all classes benefit. 2 activities per day – football and a second sport (over 80% of children accessing these activities)</p> <p>After-School Clubs: Autumn – Football Y2/3 and Multi-Sports Y4-6 Spring – Football Y2/3 and Multi-Sports Y3-5 Summer – Football Y3-6 and Multi-Sports Y3-6</p>	<p>Continue playground activities to keep levels of physical activity high.</p> <p>After-school clubs to continue.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
Introduction to new participate in new sports through house competitions Key Stage 2: opportunities to compete against other schools for a wide range of sporting activities. Children and parents should be provided with information regarding out-of-school sports club in the local and surrounding area, and staff should promote these clubs regularly to encourage children to take up a competitive sport out of school time.	Membership with the Wyre Forest School Sport Partnership Inter-house competitions Local/surrounding area sports clubs to be promoted through use of a display board in school, and also on the school website, Twitter page and School Facebook page.	£1146.60	CTA Football Competition – 10 pupils in Y3/4 and 10 pupils in Y5/6 attended U11 Athletics Competition – 19 pupils in Y5/6 attended Y4 Quicksticks Hockey Competition – 7 pupils attended CTA Netball Competition – 8 pupils in Y6 attended Y4 Cricket Competition – 8 pupils in Y4 attended CTA Athletics – 8 pupils in Y4 attended	Continue membership with the Wyre Forest School Sport Partnership

Signed off by			
Head Teacher:	E.Brocklesby	Date:	July 2022
Subject Leader:	G.Ballard	Date:	July 2022
Governor:	Dr. D. Gillett	Date:	July 2022