

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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 2020:	Areas for further improvement and baseline evidence of need:
<p>Wide range of sports clubs provided across KS1 and KS2 – focus on participation for enjoyment purposes as well as competitive purposes. Successful Change4Life Club aimed towards less active pupils and pupil premium children.</p> <p>Continuation of regular opportunities for physical activity – ‘The Mad Dash’</p>	<p>More focus needed on attending out of school events (if covid restrictions allow).</p> <p>Ensure that there is more of a focus on ensuring the implementation of actions are sustainable for the future, to release funding for alternative activities.</p> <p>Re-introduce and promote school houses and inter-house competitions.</p>

<p>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.</p>	
<p>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.</p>	84.61%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	84.61%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96.15%
<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>	No

Created by:



Supported by:



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: £17,700		Date Updated: 30/06/2021	
<p>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</p>					<p>Percentage of total allocation: 23%</p>
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>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>TED Day – Playground Games training for all staff Use of playground and astro for Mad Dash Kidderminster Harriers – lunchtime playground activities Sports Stars Education – lunchtime playground activities PE Specialist to deliver taster sessions across the school</p>		<p>£4120</p> <p>= £4120</p>	<p>Children now enjoy playtimes and there are far less behaviour issues – there is access to a range of team-based games daily at lunchtime, and staff run small group games at breaktimes. Children are more active with the implementation of adult-led games.</p> <p>School staff to continue running playground games at breaktimes – no more spend required on this. Kidderminster Harriers and Sports Stars Education to continue providing lunchtime activities – work with lunchtime supervisors to provide them with the skills and experience to continue this.</p>	

Created by:



Supported by:



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
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. This variety should be included within the PE Curriculum Map, but children should also have access to sports and activities that they may not get otherwise, such as rock climbing and cycling.	<p>Membership with the Wyre Forest School Sport Partnership</p> <p>Kidderminster Harriers – lunchtime playground activities</p> <p>Sports Stars Education – lunchtime playground activities</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>PE Specialist to deliver taster sessions across the school</p>	<p>£1900</p> <p>£1365</p> <p>= £3265</p>	A wider range of activities have been provided within the curriculum and through lunchtime/afterschool clubs – this has given children the opportunity to learn new sports and develop their skills. More children are enjoying taking part in physical activity as it is easier for them to find something that they enjoy.	Continue providing a range of sports and activities during the school day. Ensure next year that alternative sports are provided (rock climbing, cycling etc.) once covid restrictions are lifted.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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>All children should have regular opportunities to take part in competitive sporting opportunities. For EYFS and Key Stage 1 this will mainly be through inter-house competitions; in Key Stage 2 there will be added opportunities to compete against other schools for a wide range of sporting activities.</p> <p>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.</p>	<p>Membership with the Wyre Forest School Sport Partnership</p> <p>Inter-house competitions</p> <p>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 TAPP Facebook page.</p>	<p>£0</p> <p><u>£0</u></p>	<p>There have not been opportunities to attend out of school events for KS2 due to covid. House competitions have taken place within year groups and school bubbles, with all children participating in a range of events. Local sports clubs (Kidderminster Harriers, Worcestershire Cricket Club, West Mercia Police) have promoted sports within school to a variety of year groups. Flyers and Letters from local clubs are regularly distributed to children, and local sports clubs are often featured on the school newsletter and social media.</p>	<p>Make a page on our school website with links to local sports clubs that children/parents can be signposted to. Improve links with local clubs and invite them to come in and run taster sessions with children. Continue to utilise the school newsletter and social media to advertise local sports clubs and opportunities.</p>

Signed off by	
Head Teacher:	E.Brocklesby
Date:	July 2021
Subject Leader:	<i>GBallard</i>
Date:	30 th June 2021
Governor:	G.Dearden
Date:	July 2021