

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](#).

| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
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| <p>PESSPA intent has been developed significantly with a new curriculum designed, assessment, WAT vision for PE, School Sport and Physical Activity developed. Appointment of WAT PE Specialist has supported these developments from September 2019.</p> <p>Good enrichment opportunities for pupils now in place for PESSPA in 2019/20. 20 fixtures/events attended with 67 different children representing the school in 8 different sports. 3 afterschool clubs per week with good attendances of 77 different children attending a sports club. With the Summer figures would have increased significantly.</p> <p>Children have been exposed to a greater range of physical activities and sports. This is leading to more children developing a passion for PESSPA and developing the fundamental skills they need to take part successfully in PESSPA. More work still needed to be done though.</p> <p>The profile and importance of PE, School Sport and Physical Activity of the subject in school has increased.</p> <p>Online PE videos provided by PE Specialist throughout school closure to encourage families to exercise together at home.</p> | <p>Provide a greater range of extra-curricular clubs and active lunchtimes to help ensure all pupils have a physical activity or sport that they enjoy.</p> <p>PE Specialist to work with teachers/ coaches to develop the quality of PESSPA.</p> <p>Set up of a gifted and talented PE group (WAT supported) to provide extra support and enrichment opportunities.</p> <p>Improve PE equipment and facilities to ensure all pupils have access to improve specific skills and be excited to take part in a range of sporting events.</p> <p>To increase level 1 competition opportunities (+personal challenges) for all and more opportunities for this within school day/ lunch. Formation of house teams to support.</p> <p>Ensure (where COVID restrictions allow) all year 6 pupils who cannot meet government requirements have the opportunity for booster swimming lessons.</p> <p>More opportunities for pupils to be inspired by experiencing going to spectate at live sporting events.</p> <p>Pupils are inspired to be active through providing physical activity, wellbeing and sports days.</p> <p>To develop more Leadership opportunities for pupils through play leading, sports leaders qualification and higher profile School Games Crew.</p> <p>Improve parental engagement for physical activity and sport.</p> |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO**

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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.</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 leaving primary school at the end of the summer term 2020.</p> | 26% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 33% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 50% |
| <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 |

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: £18,550 | | Date Updated: 20/07/2021 | |
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| <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> | | | | | Percentage of total allocation: £6900/ 37.1 % |
| 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: |
| Pupils to be more active at lunchtime and enjoy taking part in purposeful play/ games. | WAT PE Specialist to lead 4 hours of training for lunchtime support. Suitable equipment purchased for use at playtime. Student play leader program to be implemented. Focus on providing separate areas on playground for different activities (covid regulations allowing) | £800 | Lunchtime supervisors are positive and enthusiastic to support active play at lunchtime. New equipment used to support more positive play. | | Continued training and support for lunchtime supervisors. Student leadership program to be focused at the start of next academic year. More substantial large equipment to be researched for the playground. |
| Pupils receive 2 hours of timetabled PE lessons in curriculum time by WAT PE Specialist, class teachers and Walsall FC community coaches. | Timetables put together to ensure a balance across the school. Student and staff voice will begin to be used in offering. | WFC costs £5100 | Timetable lessons for all students throughout the year. Chance 2 Shine Cricket, Worcester RFC, Walsall FC along with WAT PE and dance specialists used to support curriculum PE lessons throughout the year to increase quality. | | WAT PE Specialist to work alongside more class teachers to model and team teach high quality PE lessons. Continue to work with external providers looking at the potential of gymnastics and OAA. |
| Pupils to be offered a range of extra-curricular clubs | Timetable of clubs put together to | £1,000 for 2 | 12 different after school clubs | | Continue to develop more after |

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| | ensure all year groups have a club that they can take part in. Student voice used. External providers used. Ensure covid regulations are followed. | external providers (20 weeks each) | provided using a range of providers including Walsall FC, Walsall Gymnastics, Walsall Basketball, Chance to Shine, Dancetastic. 125 different pupils attended an afterschool club. | school enrichment provision for pupils. Encourage class teachers to organise clubs too. Investigating the student voice of adding martial arts. |
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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: |
| | £1300 / 7.0 % |

| Intent | Implementation | | Impact | |
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| 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: |
| Pupils to experience taking part in whole school physical activity, wellbeing and sports days. To help encourage pupils to be more active and think more positively about PESSPA. | Dates and aims of days arranged. Equipment and resources purchased as necessary. Sporting role models invited. | £300 | 6 special events organised during the academic year: Rainbow Day, Orienteering Day, School Games Day, Mel Clark Paralympian, Sam Stosur World No 1, Worcester RFC Takeover day in which all children in school were involved and had a positive experience. | Ensure these opportunities are continued to be offered during next academic year through continuing partnerships with YST, Active Black Country and others. Use special physical activities for reward days for attendance through glow in dark sports, nerf wars, zorb football. |
| Pupils to be part of a school house system (based around sport) to encourage them to show ASPIRE values and sporting values. | Aims of the house system agreed. Equipment and resources purchased as necessary Student voice for set up of the house system. Organisation of house system | £300 | Proposal for house system in place ready for next year. ASPIRE Values have been worked on to be included in all PE lessons. | Ensure all pupils and staff are enthusiastic and are inspired by the house system. |
| Pupils to experience spectating at major national/ international sporting | PE Specialist to look out for opportunities throughout the year. | £500 | No trips were able to be organised this year due to covid | Trips looking forward to next year with a couple of major |

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| <p>events to be inspired to improve their own performances/ get fitter or healthier.</p> <p>Pupils become more confident and feel part of the school community by offering leadership opportunities at school through PESSPA.</p> | <p>Covid regulations followed.</p> <p>Playleader training, Sports leaders qualification delivered by PE Specialist.</p> <p>Opportunities developed through the house system for roles such as house captain, event organisers etc.</p> | <p>£200 for sports leadership qualification license</p> | <p>19. Despite this London 2012 Paralympian medalist Mel Clark visited and spoke in assemblies for all children. Also former world no 1 tennis player Sam Stosur was interviewed virtually by pupils in a special 30 minute assembly.</p> <p>Pupils had the opportunity during School Games Days to support younger children with their participation. They were also involved in welcoming sporting athletes into school.</p> | <p>sporting events being investigated to inspire children.</p> <p>Leadership qualification to be delivered next year.</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | £8,200 / 44.2% |
| 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: |
| Pupils experience more lessons which are well structured and are appropriate to their level through PE Specialist working with different class teachers throughout the academic year in teaching lessons alongside them. | Timetable formed to ensure all classes and staff benefit. Pupil and student voice used. | Part of JP Salary £7,900 | PE Specialist has worked with EYFS staff in modelling high quality PE lessons on a consistent basis. Class teachers in EYFS now have increased knowledge of relevant activities and organisation. | PE Specialist to have the opportunity to work with all class teachers in school to deliver lessons and work alongside when class teachers are delivering their own lesson. |
| Pupils to experience higher content knowledge from staff through CPD Opportunities offered to PE Specialist and all members of staff. | PE Specialist to decide on relevant courses for staff when available to meet the needs of the school and staff. | £300 | Class teachers were able to work alongside Worcester RFC and Chance to Shine Cricket coaches in the Summer Term. Virtual CPD provided by Chance to Shine Cricket. | PE Specialist to be given opportunity to give a practical PE CPD session to all staff to give generic CPD on areas such as equipment and organisation in PE. Investigate outdoor learning/ orienteering CPD package for all staff. |
| Staff have increased confidence and feel supported in being involved in PESSPA through PE Specialist support. | PE Specialist to ensure contact is made with all staff at the start of every teaching block. Relevant PE Resources are sent to staff. Excellent Scheme of work provided to staff from Get Set 4 PE | JP Salary (above) | Staff speak highly of the Get set 4 PE scheme of work. Some staff have reported feeling more confident and enjoying teaching PE. | PE Specialists are given the opportunity to support staff during class teachers' own delivery of their lesson. |

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| PE Specialist has opportunity to work with other PE leaders to share and pick up on best practise. | Regular meetings and informal discussions/ contact throughout the year to improve practice. | JP Salary (above) | PE Specialist has continued to work with other PE Leads across WAT and with the Youth Sport Trust. PE Specialist presented the work of WAT Primary PE to staff across different MATs at a Youth Sport Trust Virtual Meeting. | PE Specialist continued to be given opportunities to develop alongside other professionals. Investigate joining Streetly School Sport Network for professional practice. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: £1,650 / 8.9 % |
| 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: |
| Pupils have access to the best possible sports equipment so they are able to develop their skills and experience new sports. | PE Specialist to select the equipment which is most in need looking at PESSPA that is delivered. Student and staff voice in selection. | £1,250 | A range of new equipment has been purchased especially for younger children in school. There has been a particular emphasis on ensuring no child has to share specialist equipment in PE so they can maximise the time they have developing skills. | Increase range of sports on offer for example offering sports such as tchoukball, curling, boccia and golf. Ensure all have knowledge of the importance of high quality equipment. |
| School to encourage families/ parents to be more engaged in physical activity through promotion of physical ideas at home and in the community. This will mean pupils will have a more positive outlook on PESSPA and will develop their skills outside of school time. | PE Specialist to update newsletter/ parental outlooks with information about physical activity opportunities/ community sports clubs. Get Set for Tokyo Resources used. Encourage parents to attend sports events. Look into purchasing a PE at Home | £400 | PESSPA is regularly promoted to parents in newsletters and social media. During lockdown online LIVE PE classes were organised for families to take part in and PE activities provided on youtube from PE Specialist. | Investigate a community sporting event on school site such as a Mini Marathon involving parents, pupils and staff. |

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| | <p>bag with active ideas at home (£4 per bag). Parent and Child Sessions in school with PE Specialist when Covid regulations allow. These 2 ideas could be linked.</p> | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: £500 / 2.7% |
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| 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: |
| Pupils have the opportunity to take part in a range of different sports representing their school regardless of their ability through providing A, B, C, girls and SEND teams. | All opportunities are taken where possible for children to represent their school. Tracking of opportunities is undertaken by PE Specialist to ensure all pupils who wish to have the chance to take part in the right event for them. Virtual Competitions that are offered by SGO during Covid are supported until face to face competition begins. | JP Salary (above) | Pupils have taken part in 4 face to face School Games events and 15 virtual events. 28 different children represented the school at a face to face event. Virtual events have involved a range of sports- football, skipping, dance, dodgeball, boccia, basketball, fitness, golf, multi skills. The school has had one of the highest participation in Walsall in Virtual events. School Games recognition award achieved. | Ensure every opportunity is taken for school sport for pupils to have a chance to improve confidence and have a memorable experience. Look into minibuses/ transport and timetables. |
| Pupils experience competing with other children in school in a range of sports through the house system. This is through Level 1 Competition and personal challenge. | Set up house systems. Organisation of events during the school year agreed. School Games values followed. | JP Salary (above) | Pupils have taken part in a range of level 1 virtual competitions through PE lessons and virtual lessons. During lockdown our own WAT personal challenges were organised for pupils including a sock olympics and fitness challenge. Pupils have also taken part in a face to face orienteering event and school games day. | Increase the provision of level 1 competition through implementation of the house system. |
| Pupils who are showing excellent commitment to PESSPA and are showing promise to be a good sports | Organisation of groups by PE Specialist with support from WAT. Selection of group and timetable of | £500 | Pupils showing commitment are given chances to compete in the | Children in this group are identified at the start of the next academic year and |

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| <p>performer for the school are offered further opportunities to develop their interest and ability through set up of G+T Group: Y1/2, Y3/4, Y5/6</p> | <p>activities developed.</p> | | <p>higher level school games events. Also some identified G+T pupils were invited to an archery masterclass and Q+A with a Paralympian medalist.</p> | <p>planned what they will be able to achieve during the academic year. More school community sport club links are promoted to the G+T group of children.</p> |
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