

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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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>Those trained to run zoned-activities at lunchtimes have formed a sports council and have helped audit resources for lunchtimes and Spring/Summer curriculum activities. • Movement of staff across year groups leads us to believe that CPD is needed to upskill some staff. This has been achieved by the use of PE HUB to help boost the confidence of staff in teaching PE in Key Stage 1.</p> <ul style="list-style-type: none"> • The outdoor environment has been heavily invested in particularly with a revamp of the playground. This has been embedded into the curriculum now that work is complete. • The provision of 30 minutes added daily exercise has been audited in-line with the restructure of the school day. The addition of a structured afternoon break has helped us achieve an added 15 minutes above the activity children partake in at breaktimes, lunchtimes and PE curriculum time. • Groups have been identified across the school as needing support to develop their physical activity participation and fitness levels. Interventions have taken place based on baselines from the new academic year and then revised data at the end of the autumn term. The impact of the new intervention programme used to boost activity and the ABCs in groups of children, will need to be measured further at intervals in the Spring and Summer Terms. • Additional intervention funding has been used to provide a whole-class fun/competitive session with a Fit4Schools coach as an incentive to increase attendance across the school. • Continued links with Fit4Schools have motivated staff to ensure that children are exposed to fundamental movement skills to regular fitness opportunities. Planned fitness activities as part of designated curriculum time with the addition of after-school clubs and competitions in school time have supported this. • Continue to share practise of teaching across phases for all staff. A team-teach approach with a sports coach will develop practise for all, particularly staff new to a different phase. Every member of staff has been given the opportunity to work alongside the sports coach. This has been valuable in encouraging new ideas, staff taking risks in their delivery of PE and developing differentiation (support and challenge) within lessons. • Pupils are more active and records indicate that overall levels of fitness across the school have improved in 2020 by 13.51% from their September 2019 baseline. • Improved confidence, knowledge and skills of most staff through appropriate CPD has supported an increase in pupil progress. CPD has provided the Subject Leader with knowledge and skills to effectively monitor and evaluate provision and pupil achievement. • Black country gold achievement award for the teaching of PE. 	<ul style="list-style-type: none"> • Pupils in Year 6 (who have a willing attitude and good ability in PE and sport) have continued to act upon their training from Year 5 to deliver lunchtime activities for this academic year. They need to continue to take a more active role in becoming the drivers/ambassadors of fitness across the school in this academic year and mentoring the Year 5 children to be prepared for when they are going to be sports leaders. • Source further initiatives to increase the current 15 minutes extra of daily activity to 30 minutes. • Continue to monitor the progress of fundamental movement and fitness for children across the school and intervene where necessary to close the gap • Continue to attend varied competitions/events to motivate and inspire children with interest and those who are gifted and talented. • To monitor the uptake of after-school provision and ensure opportunities are offered to engage the interest of children across all phases • Arrange visits from local sporting clubs/agencies to present and provide workshops to inspire children to partake in competitive sport – nurture their understanding of good role models in the community. • Promote well-being and healthy lifestyles with workshops for each year group • Additional swimming for children in Year 6 is required to close the gap by the end of this academic year so that more pupils achieve end of key stage expectations (25M)

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

If any funding from the academic year 2019/20 has been carried over you **MUST** complete the following section. Any carried over funding **MUST** be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £3000	Date Updated: December 2020		
Key indicator 1 (Focus carried over from remaining funding): 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				Total Carry Over Funding: £2,754
Intent	Implementation		Impact	
Artificial Grass to replace grass at top of the playground	Source three new quotes in 2020-2021 for Artificial Grass with correct installation – drainage, waste removal etc.	£3000	Increased activity of the children. More space and year-round accessibility will give children the opportunity to be more active and will contribute to the governments additional 30 minutes a day of exercise initiative.	<ul style="list-style-type: none"> • Positive impact on behaviour as children aren't as restricted to certain areas and have a larger parameter to explore and play in • The zoning of areas is more achievable so more varied activities can be planned for during breaktimes • The space will ensure that more classes can use the playground for structured breaks to strive for the full (additional) 30 minutes of activity outside of curriculum time • The area will also provide safer access to the outdoor classroom where wider-learning and cross-curricular opportunities can be fulfilled.

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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/No

*** Please note swimming lessons have not been able to take place due to COVID restrictions should we be able to attend swimming in the Summer Term Year 6's will swim as a priority.

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: £17,800	Date Updated: February 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: 14%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Continue to work with Fit4Schools to embed fitness and fundamental skills in weekly practice (for the benefit of pupils and staff)</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • Baseline and interval tests for fitness and fundamentals to measure impact • Promote activity and fitness by handing out certificates for buddies, Gifted & Talented and most improved from testing sessions. Also display weather durable banners for playground/fitness area. 	£2,500	<p>Spring 1 2021:</p> <ul style="list-style-type: none"> • Overall School Improvement of ***% from baseline • Girls made an overall improvement of ***% from baseline • Boys made an overall improvement of ***% from baseline <ul style="list-style-type: none"> • SEN children made an overall improvement of ***% from baseline • EAL children made an overall improvement of ***% from baseline 	<ul style="list-style-type: none"> • From Autumn testing, groups were identified across the school as needing support to develop their physical activity. The intervention was arranged with baselines being recorded. The impact of the new intervention programme used to boost activity and the ABCs in groups of children will be measured in the Summer Term using at least 1 more assessment point. • Scores from assessments are broken down into a variety of fundamental areas. Staff are instructed as to which areas need to be embedded into planning for the coming term to ensure the gaps are closed by the next assessment point. This was planned for as part of PE lessons in Autumn 1.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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:
Sports leaders program to continue to be embedded to raise expectations in physical activity outside of curriculum time	Use coaches from Fit4Schools to work with subject lead to monitor the progress and efficiency of the current Year 6 leaders in school.	Combined sessions (x3) with the cost below for interventions. Sessions taken in Autumn 1. £180	<p>Pupils in Year 6 (who have a willing attitude and good ability in PE and sport) have continued to act upon their training from Year 5 to deliver lunchtime activities for this academic year. 16 Y6 pupils [8B & 8G] have been trained to deliver lunchtime activities and raise the profile of PESSPA across the school at break-times and lunchtimes.</p> <p>All pupils say they have: - improved their ability to communicate with other children, - increased their confidence, patience and ability to think creatively</p>	<p>Use of medals as an incentive to inspire children across the school to keep physically active throughout lunch/break times. These would be distributed during "Praise Assembly" at the end of each half term presented by the "playground monitors" (in consultation with the PE Lead) for 2 children in each key stage, 1 boy and 1 girl.</p> <p>In the Summer Term coaches from Fit4Schools will work with subject lead and group of confident/enthusiastic Year 5 children to promote physical activity at lunchtimes for the next academic year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			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?:	Sustainability and suggested next steps:
A professional sports coach from Fit4Schools (employed by the MAC) to complete professional development with targeted teachers, developing pedagogy in PE and developing confidence. Higher quality teaching in PE with result in high quality outcomes for progress and increased attainment.	Source a highly skilled sports coach. Develop a coaching and mentoring programme for the Sports Coach to use with staff. Monitor the effectiveness of the professional development through staff surveys. Monitoring to be conducted to evaluate effectiveness and pupil progress.	£2990 for coach to work both Wednesday.	Staff display greater confidence in the teaching of PE, with high quality lessons with improved teaching strategies. Staff have developed subject knowledge with greater knowledge of challenge, assessment and strategies to improve children's progress.	NQT to receive further support as RQT. Classes being covered due to COVID will be prioritised for coach intervention and CPD provision to ensure outcomes for children are still met as high quality PE is taught consistently.
DanceDesk subscription and curriculum support	Provide subscription to Coordinator network including CPD. National & professional support memberships. Improve teaching and provide new ideas for the curriculum. Improve confidence of teachers to deliver high quality PE with up-to-date pedagogy Spring priority: Gain support in developing policy and assessment.	£955	<ul style="list-style-type: none"> Coordinator upskilled and able to support development of other staff. <ul style="list-style-type: none"> Membership of professional organisations ensures school has latest knowledge, guidance and resources Teachers upskilled impacting positively on pupil achievement and quality of teaching and learning which will be at least good Increase in amount of physical activity across the school including lunchtimes/break times Training for staff delivered based on needs from questionnaire Policies and practices updated; including assessment 	<ul style="list-style-type: none"> Now we are working as part of the Emmaus MAC we need to ensure support is drawn from and given to the schools with which we are to collaborate with. <p>Continue to sign up to AfPE and the YST to insure the school and subject lead are best informed with the most recent practice and legislation.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
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:
Ensure that children are <u>all</u> being physically active during breaktimes.	Investing into the PE equipment to ensure that there is enough for the children to have at break-time and during PE sessions	£1,000	<p>Pupils have an active and enjoyable lunchtime.</p> <ul style="list-style-type: none"> • Pupils learn and participate in new sports, developing new skills, resulting in an increase of pupils' health and fitness • Positive impact on behaviour and social skills through being engaged in sport • Pupils have active lunchtimes – even fewer behaviour incidents • Pupils report increased enjoyment of being active in a variety of sporting domains 	Get sports leaders to run mini competitions using resources and markings effectively
Provide additional swimming for children in Year 4 and a larger group of Year 6 pupils not meeting end of KS expectations	<ul style="list-style-type: none"> • Arrange with Sandwell Leisure Trust when they have availability for us to have additional sessions over the spring term • Arrange consent forms and risk Assessments • Ask SLT to run baseline tests so intervention can be measured 	£300	An intervention at the end of the academic year is required to reduce the number of children having SEN in swimming heading into KS3 in September 2020 for a larger number of pupils than in previous years and so this may impact the time given to Year 4 pupils this year.	Under review due to COVID re-visit Spring 2
<p>Health and Well-being Workshops for all classes to be delivered during 'Health and Fitness Week' (Summer Term)</p> <p>Priority on the return to school due to the impact of remote learning on physical and mental health.</p>	<ul style="list-style-type: none"> • Health and Fitness Days incorporate both classroom based workshops and physical activity based sessions • Differentiated classroom based workshops to focus on: 'life-long effects of exercise on mental wellbeing' and 'the importance of life-long physical activity and its benefits' 	£420	<ul style="list-style-type: none"> • Each workshop will be differentiated to each year group and will include a task for children to complete as evidence of their learning to show they are responsive and engaged with the planned provision. • Workshops will be combined with physical activity sessions to provide children with the opportunity to improve their physical literacy and experience new activities to be completed in Health and Fitness week. 	<ul style="list-style-type: none"> • Learning to be sustainable for the children long-term. An education to last beyond their time at St Gregory's. • The health and nutrition elements of the PE Hub to be embedded into PE curriculum to increase children's positive engagement and mindset with their own active and healthy lifestyle.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			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:
<p>Level 2 competitions Sandwell Sainsburys school games competitions x2 - Football tournament –</p> <p>Swimming gala Fit4schools sports day (summer term)</p> <p>MAC Sports Day (summer term)</p> <p>This is all depending on COVID</p>	<ul style="list-style-type: none"> • Key Stage 2 children Including G&T and a spread of boys and girls to be entered into Level 2 competitions (Spring and Summer Terms) • High scorers on the fitness program to attend Fit4Schools sports day (Summer 2020 date tbc) Spring Term monitoring priority: • Ensure the competition element of the curriculum (Level 1 competition) is planned for and taught • Agree level 2 competition opportunities with MAC cluster leaders for Summer Term 	£140	*** Due to lockdown restrictions we have been unable to see the impact.	<p>Develop competition for KSI across the MAC schools</p> <ul style="list-style-type: none"> • Ensure a wide range of competitions are on offer to take the interest of boys and girls (audit with questionnaire) • Timetable constraints, staffing structures and travel all impact on participation levels: obstacles which need to be overcome at cluster meetings. This will be achieved with the help of the shared sports coach across the MAC

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	