

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount carried over from 2019/20  | £0      |
| Total amount allocated for 2020/21  | £23,190 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £0      |
| Total amount allocated for 2021/22  | £23,000 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £23,000 |

## Swimming Data

Please report on your Swimming Data below.

|   |        |
|---|--------|
| <b>Meeting national curriculum requirements for swimming and water safety.</b>  |        |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?   | 60%    |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 45%    |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 20%    |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way? | Yes/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: |                    | Date Updated: July 2021  |  |
|--|---|-----------------------|--------------------|--|--|
| <b>Key indicator 1: The engagement of all 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.</b> |   |                       |                    |  | Percentage of total allocation:  |
|  |   |                       |                    |  | 57%  |
| Intent   | Implementation  |                       | Impact             |  |  |
| School focus with clarity on intended impact:  | Actions to achieve intended impact:   |                       | Funding allocated: | Evidence of impact:  |  |
| Develop pupils' physical health through the Daily Mile (KS2).  | <ul style="list-style-type: none"> <li>Train staff on the Daily Mile.</li> <li>Purchase pedometers (Moki bands) for pupils to track their steps in order to incentivise and improve physical health.</li> </ul> |                       | £13,000            | Pupil Voice – pupils have reported a better understanding of the importance of physical health.<br><br>Improvements seen in pupils' abilities to sustain exercise.       |  |
| Further develop opportunities for pupils to engage in CMO standard exercise through lunchtime provision.   | <ul style="list-style-type: none"> <li>Identify pupils for targeted provision.</li> <li>Train lunchtime staff and pupil play leaders.</li> </ul>  |                       | £200               | Monitoring of lunchtime provision demonstrates an increase in CMO standard pupil activity for sustained periods.   |  |
| <b>Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement.</b>  |   |                       |                    |  | Percentage of total allocation:  |
|  |   |                       |                    |  | 1%   |
| Intent   | Implementation  |                       | Impact             |  |  |
| School focus with clarity on intended impact:  | Actions to achieve intended impact:   |                       | Funding allocated: | Evidence of impact:  |  |
| Pupils have improved attitudes to PE and understand the importance of physical health and how this impacts overall wellbeing.  | Audit current pupil attitudes.<br><br>Improve provision through the new PE curriculum.<br><br>Establish clubs based on pupils'  |                       | £300               | Pupil Voice – pupils have reported a better understanding of the importance of physical health.<br><br>Pupil and Parent Voice – the majority of pupils now have improved |  |
|  |   |                       |                    |  | Sustainability and suggested next steps:   |
|  |   |                       |                    |  | Further develop opportunities for pupils to participate in a range of clubs.<br><br>Develop a Physical, Mental & |

|  |   |  |  |   |
|--|---|--|--|---|
|  | interests.<br><br>Purchase new equipment. |  | attitudes to PE and great self-esteem and confidence when participating in sports and games. | Social Health & Wellbeing strategy so that pupils, parents and staff understand the importance of good health and wellbeing and how this impacts success at school. |
|--|---|--|--|---|

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b>                   |   |                    |   | Percentage of total allocation:<br>34%  |
|---|---|--------------------|---|---|
| Intent  | Implementation  |                    | Impact  |   |
| School focus with clarity on intended impact:   | Actions to achieve intended impact:   | Funding allocated: | Evidence of impact:   | Sustainability and suggested next steps:  |
| Develop the PE curriculum to ensure clear progression of knowledge and skills and breadth of learning.                      | <ul style="list-style-type: none"> <li>Purchase new curriculum (PE Hub).</li> <li>Monitor and evaluate the impact of PE teaching and make adjustments to the curriculum as needed.</li> </ul> | £500               | <p>Pupil Voice – children are able to articulate improvements in their own physical development and better understand the importance of physical health.</p> <p>Monitoring &amp; evaluation of PE provision – improvements seen in the quality of teaching.</p> | Further develop the quality of teaching through team teaching/ coaching with a PE specialist in 2021/22.  |
| Develop teachers' subject and pedagogical knowledge across a range of sports and games to ensure high-quality PE provision. | <ul style="list-style-type: none"> <li>Sports Coaches to model, team teach and coach staff, particularly those new to teaching.</li> </ul>  | £7,500             | Monitoring & evaluation of PE provision – improvements seen in the quality of teaching.   | <p>Further develop the quality of teaching through team teaching/ coaching with a PE specialist teacher in 2021/22.</p> <p>Film lessons of staff who have received coaching to share good practice during CPD sessions.</p> |

| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b>     |  |                    |   | Percentage of total allocation:<br>4%  |
|---|--|--------------------|---|--|
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>   |  |
| School focus with clarity on intended impact:   | Actions to achieve intended impact:  | Funding allocated: | Evidence of impact:   | Sustainability and suggested next steps:   |
| Pupils are aware of a range of sports and activities and the school offer better reflect their interests. | <ul style="list-style-type: none"> <li>• Pupil survey to establish interests.</li> <li>• Purchase new equipment (for example, archery resources).</li> <li>• Run a range of clubs provided by external organisations (for example, kickboxing).</li> </ul> | £1000              | Pupil Voice – pupils are able to discuss a range of sports and activities they can participate in and can articulate why they like them/ what they could do to improve. | Provide additional clubs and review the PE curriculum offer to reflect the range of sports at key sporting events (for example, the Birmingham 2022 Commonwealth Games). |

| Key indicator 5: Increased participation in competitive sport.                             |  |                    |  | Percentage of total allocation:   |
|--|--|--------------------|--|---|
|  |  |                    |  | 3%  |
| Intent   | Implementation   |                    | Impact   |   |
| School focus with clarity on intended impact:  | Actions to achieve intended impact:  | Funding allocated: | Evidence of impact:  | Sustainability and suggested next steps:  |
| Increase opportunities for participation in competitive sport through lunchtime provision. | Audit and purchase additional resources: <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Basketball</li> <li>• Handball</li> </ul> | £690               | Monitoring & evaluation of lunchtime provision – improvements seen in the uptake of competitive sport. | Continue to monitor and evaluate provision.<br><br>Pupil Voice – participation in sports linked to the Olympic Games/ Commonwealth Games. |
| Increase opportunities for inter-school games and competitions.                            | Subscription to the Birmingham School Games.   | £0 (N/A)           | This did not take place due to COVID-19.   | Re-establish the Greet Mini League (2021/22).<br><br>Participate in SGO 2021/ 22.   |