

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

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19280
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19280
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19280

Swimming Data

Please report on your Swimming Data below.

<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 which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</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 on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above</p>	73%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	25%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	92%
<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>	Yes

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:		
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: 44%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Swimming subsidy to provide additional swimming sessions for Y6 pupils to those routinely organised for Y4 and Y5 as part of TPPA PE curriculum due to disruption caused by Covid pandemic restrictions.	Y6 pupils completed a terms worth of additional swimming teaching in Autumn Term.	£1000	Data shows increased numbers of Y6 reaching swimming expectations than would have been case without additional provision.	Ensure additional swimming provision is included in next year's spend to address disruption to swimming provision for current Y5 pupils caused by Covid disruption.
Provision of lunchtime Play Leaders course to train Year 5 pupils to lead sport games on KS1/EYFS Playground.	16 Lunchtime Playleaders trained by Coach Unlimited staff and supported in initial Lunchtime Playleader led sessions	£900	Y6 cohort built a sense of leadership which increased their involvement with sports.	Repeat Young Leaders training with 2022-23 Y6 cohort. Continue with trained Young Leaders running lunchtime sports activities for KS1 pupils.
Installation of mini gym for playtime activity	Mini gym installed in extension to EYFS outdoor area.	£6500	Outdoor gym available for use at play/lunch times providing more opportunities for EYFS and KS1 children to participate in physical activities. Gym available for focussed teaching sessions in EYFS and KS1.	Build gym provision into EYFS and KS1 curriculum.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 40%
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:
Specialist sports coaches (Coach Unlimited) to deliver high quality curriculum PE. Also links to Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Sport coaches provided x2 afternoons per week from Coach Unlimited. Sports coaches worked with all year groups across the school for at least half a term. All teachers actively involved in Coach Unlimited led sessions to develop staff subject knowledge and confidence in teaching PE.	£4500	All Year groups benefitted from specialist coaching from Coach Unlimited coaches. All lessons observed were of a high standard and advanced pupils' physical/sports skills. Staff subject knowledge improved. Informal evidence through staff discussions of improved subject knowledge. Lesson observations and learning walks identify staff using strategies and techniques introduced by Coach Unlimited staff.	Next year, staff would benefit from more specific individual sport based cpd, therefore school will look at using specific sports based coaches rather than the more general provision provided by Coach Unlimited.
EYFS Gross Motor Skill Development course – Coach Unlimited Also links to Key Indicator 3 : Increased confidence, knowledge and skills of all staff in teaching PE and sport	Weekly EYFS, Coach Unlimited led session completed. Teachers identified priority pupils based on assessment of gross motor skills starting from Reception baseline assessments, EYFS teaching assistants active participants in sessions raising ability to lead activities in EYFS based on developing gross motor skills.	£2500	Developed targeted pupils gross motor skills which has had a positive impact on pupils' involvement in sports based activities. Improved staff subject knowledge leading to increased range of physical activities planned into EYFS provision as part of outdoor provision	Repeat in academic year 2022/23 to ensure EYFS pupils develop basic gross motor skills which will lay foundations for increased participation in sports based activities.

Wasps RFC x5 week block for Year 5 Also links to Key Indicator 3 : Increased confidence, knowledge and skills of all staff in teaching PE and sport	Wasps RFC Community coaches worked with Y5 and 6 pupils. Period of work extended by 5 weeks. Community coaches delivered Premiership Tackling Health programme	£750	Pupils in Year 5 and 6 benefitted from specialist rugby coaching leading to improved skill acquisition. Staff acquired a range of specific rugby based skill teaching techniques through shared teaching opportunities with Wasps coaching staff. Close links established to PSHE curriculum relating to keeping healthy.	Repeat with Y5 and 6 in academic year 2022/23 with development to Tackling Health programme
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	%

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:
See above sections.				

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	14%

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:

Construct 18-hole golf course on school field for purpose of providing access to footgolf and Tri-golf	18-hole course constructed around edge of school field. Associated resources purchased.	£1000	Provision for Footgolf and Tri golf participation at play/lunchtimes and through after school clubs	Train lunchtime staff in use of footgolf and Tri-golf.
10 week additional funded after school rugby sessions provided by Wasps RFC community coaching.	Two rounds of after school rugby provision provided attended by 46 Year 4,5 and 6 pupils.	£200	Participation by 46 pupils in new sporting opportunity. Families across school provided with free tickets to 3 Wasps home rugby fixtures. 4 pupils now participate in rugby sessions outside of school.	Repeat after school tag rugby clubs in academic year 2022.23.
Provision of after school and lunchtime sports clubs by Coach Unlimited staff	Dance and multi sports after school clubs provided. Basketball, football and multisport lunchtime clubs provided.	£1500	45 pupils from KS2 attended after school clubs. High pupil engagement in lunchtime club provision.	As part of work with specific sports coaches, school will include after school provision with any future contracts.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Organise CET Day of Sport for Pupils from Year 3 across all CET Primary Academies	Due to continued restrictions and difficulties caused by the Covid pandemic, the stated intent was not fully met. Day of sport was organised across school and involved all pupils. The first half of the day focussed on athletics based events, the second half of the day focussed on team based sports.	£100	All pupils involved with Day of Sport. Provided many pupils with their first opportunity to participate in competitive and team sporting activities. Pupil voice indicated that pupils enjoyed participating in event and identified that they wanted event repeated next year.	Involve increased numbers of sports including those incorporated in curriculum taught by specialist coaches e.g. Tag rugby.
Fund membership of Tamworth School's Partnerships	Membership paid and PE Lead attended all meetings. School participated in a range of sporting events organised by Tamworth School Sports Partnership.	£200	School involved in inter school events which were restarted following the disruption of the Covid restrictions.	Increased participation in Tamworth School Sports Partnerships events in academic year 2022/23.
Fund transport to inter-school competitions.	Transport provided for pupils to attend a range of inter-school competitions led by Tamworth school sports partnership.	£60	Support for transportation provided for two events.	Continue next year

Signed off by	
Head Teacher:	Richard Penn-Bourton
Date:	03/09/2022
Subject Leader:	Mark Hughes
Date:	03/09/2022
Governor:	
Date:	