

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	£16530
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16530
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16530

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>	All pupils receive a weekly swimming lesson for 85% of the pupils this is hydrotherapy based due to the physical needs of the pupils. Those pupils who are learning to swim are taught water safety.
<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 2020.</p> <p>Please see note above</p>	0%
<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>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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: 2021/2022		Total fund allocated:16530		Date Updated: 19 th July 2022	
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: 66%
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: £10000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ol style="list-style-type: none"> To ensure all pupils under take at least 30 minutes of regular physical activity a day To increase the range of indoor and outdoor fitness equipment to be used at break time, lunchtime and during physical intervention sessions 	<ol style="list-style-type: none"> Offer a variety of lunchtime clubs including a new club of Yoga and Tai Chi On order sensory tunnel and sensory equipment £4500 New playground markings have been painted. Equipment is available on the playground for pupils to use on the playground markings 3 wheel scooters and trikes for 3LS and 5LS playground (July 2022) Purchased a set of Speed stacking cups (This has just arrived) (June 2022) 	<p>£250</p> <p>£4500</p> <p>£1760</p> <p>£900</p> <p>£280</p>	<p>20 pupils have attended Yoga and Tai Chi Club in the Autumn Term</p> <p>PE Teacher has more confidence teaching Tai Chi at a lunchtime club.</p> <p>Pupils are now more active at break and lunch time, pupils are stepping up and being leaders and organising their own games, this is helping to improve teamwork and communication.</p> <p>To improve pupils balance and coordination and to help pupils be more physically active at break and lunchtime</p> <p>A speed stacking club will be started in September</p>	<p>PE Teacher to attended a Tai Chi Course in January 2022</p> <p>Will look at the impact a lunchtime Tai Chi club has on concentration in afternoon lessons.</p> <p>Ensure staff on duty get out the equipment every break and lunchtime enabling pupils to play games.</p> <p>Staff will be given training enabling classes to use the set</p>	
5. To improve pupils reaction time and coordination					

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				for intervention work
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 12%
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: £2000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. Pupil's to take part in Winter Paralympic Event 3. All pupils to take part in a Commonwealth Games Cultural week in June 2022 	<ol style="list-style-type: none"> 1. Classes took part in a Winter Paralympic Festival 2. All pupils took part in a School Games week with a focus on the Commonwealth Games 	£2000	<ol style="list-style-type: none"> 1. Pupils took part in winter themed activities, Curling, ice hockey, Slalom and Sensory slalom. They took part in new activities, learning resilience to keeping going and work as a team 2. Pupil's knowledge of the Commonwealth Games improved including the para sports of Table Tennis, Athletics, Bowls and Wheelchair Basketball <p>8LS made a Queens Baton Relay this was passed to all classes in lower school over a 2 week period with a message for each class, the baton was then part of</p>	<ol style="list-style-type: none"> 1. Activities will be embedded in the PE Curriculum. 2. The sharing of activities helps pupils with transition, developing cooperation, resilience and teamwork

			<p>the Opening Ceremony. The Queens baton brought classes together through the hand over and by sharing messages At the opening ceremony classes shared their Commonwealth Country research. During the week the pupils took part in sports linked to the Commonwealth Games including Cricket, Basketball and athletics</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:
				6 %
Intent	Implementation	Impact		
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated: £1000	pupils now know and what can they now do? What has changed?:	next steps:
<ol style="list-style-type: none"> 1. PE TA to attend teaching swimming course 2. PE TA to attend a Dance and Yoga course 3. Two lunchtime supervisors to attend a lunchtime supervisors course 4. PE teacher attended FA girls Disney Play course (in person) and a SEND version on Zoom 	<ol style="list-style-type: none"> 1. To ensure pupils receive high quality teaching of swimming and pupils with physical disabilities can have their lessons adapted 2. To improve the teaching of movement through dance and yoga 3. The lunchtime supervisors will support sports leaders to deliver physical activity at lunchtime 4. PE teacher has more confidence delivering Disney Girls Play project 	£	<ol style="list-style-type: none"> 1. PE TA attended a Swim England Course in November, the impact has not been assessed yet, this will be done in March 2. PE TA attended a Dance Gymnastics and Yoga course in November, the impact will be assessed in March 3. Two lunchtime supervisors attended a lunchtime supervisors play course to support sports leaders deliver physical activity at lunchtime, the sports leaders are still receiving their training. This has been halted due to Covid restrictions, hopefully this will be able to start soon. 4. PE teacher in now delivering FA girls Disney Play to 18 girls as a club. The girls are becoming more confident in taking part in play through a story 	<ol style="list-style-type: none"> 1. PE TA now more confident teaching swimming to ambulant SLD and MLD pupils. 2. PE TA now more confident teaching movement to KS1 pupils 3. To expand the programme and train more lunchtime supervisors. 4. This club is now embedded into the extra-curricular clubs programme

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 6%
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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ol style="list-style-type: none"> 1. Pupils to attend a North Worcestershire Commonwealth Games Festival 2. Pupils with PMLD to take part in a School Games Sensory Walk 3. 18 MDL and SLD pupils in KS2 to attend a Panathlon in January 4. All pupils to take part in ice skating as part of developing OAA skills and experiences 	<ol style="list-style-type: none"> 1.25 pupils attended a North Worcestershire Commonwealth Games Festival at Bromsgrove School 2. 45 pupils have taken part in the Worcestershire School Games Sensory Walk at Chadsgrove School 3. Pupils will experience a wide range of activities in a competitive environment 4. Pupils have taken part in ice skating and sailing as part of OAA 		<ol style="list-style-type: none"> 1. Pupils gained experience of going to a large arena, and taking part in new activities linked to the commonwealth games, they learnt about turn taking and working in a team. They experienced skills in badminton, boxing, hockey, netball, athletics 2. The Sensory Walk allowed pupils to experience touch, sound and sight in different positions with the natural environment. 3. 18 pupils attended the North Worcestershire Panathlon Competition, they worked in a 	<ol style="list-style-type: none"> 1. The skills pupils learnt travelling to the event and whilst at the event are building on skills learnt in school improving communication, confidence, resilience, teamwork and physical skills 2. Pupils developed their sense of touch which is a transferable life skill which helped the pupils who have sensory aversions. The resources for this event are available for teachers to use. 3. Pupils are now ready to

<p>5. For Girls to take part in a FA Disney SEND Play project</p>	<p>5. 18 Girls are taking part in the FA Girls SEND Disney Play project</p>		<p>large noisy environment, most for the first time. Pupils gained new skills in aiming, throwing, sending and collecting as well as waiting for their turn and team work</p> <p>4. Pupils have experienced different environments such as the cold at the ice skating rink and the wind at the large expanse of Upton Warren lake. They have experienced travelling and therefore speed on their faces and bodies in different ways.</p> <p>5.The project is still running but the aim is to give girls more confidence taking part in team games through play and story telling</p>	<p>attend a Boccia Competition</p> <p>4.The opening up of adventurous activities after Covid has been invaluable to the pupils, they are now being planned for next year.</p> <p>5.This project will continue to run next academic year</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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: £2000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> Pupils to attend a North Worcestershire Commonwealth Games Festival Pupils to attend Panathlon Competition to develop teamwork and confidence Pupils to attend KS2 Boccia Competition to develop target skills, turn taking and communication Pupils to take part in house competitions each term to develop a sense of community School Games Day pupils take part in house competitions 	<p>25 pupils attended a North Worcestershire Commonwealth Games Festival at Bromsgrove School</p> <p>18 pupils attended the North Worcestershire Panathlon at the Ryland Centre</p> <p>18 pupils (4 teams) took part in the North Worcestershire Boccia Competition in March 2022</p> <p>27 pupils took part in a Paralympic Games House Competition in September 35 pupils took part in house competitions in December including team games and New Age Kurling.</p> <p>5. All pupils took part in house competitions, sensory walk, ball</p>		<p>Pupils gained experience of going to a large arena, and taking part in new activities linked to the commonwealth games, they learnt about turn taking and working in a team. They experienced skills in badminton, boxing, hockey, netball, athletics</p> <p>The event fostered teamwork, cooperation skills and determination.</p> <p>The pupils developed communication and cooperation skills through teamwork. One team came 3rd competing against mainstream schools.</p> <p>Pupils are more confident identifying which house they belong to and developing communication skills with their team.</p> <p>5. Pupils worked in a team taking part in a variety of activities throughout the day, improving physical skills such as aiming at a cricket wicket when bowling or shooting in a basket under pressure in a competition.</p>	The skills pupils learnt travelling to the event and whilst at the event are building on skills learnt in school improving communication, confidence, resilience, teamwork and physical skills

<p>6. Pupils to take part in a whole school Sports Day</p> <p>7.10 pupils will be attending the Worcestershire Commonwealth Games SEND Festival on 11th July</p>	<p>skills, cricket, basketball, polybat and table cricket</p> <p>6.All pupils took part in a Sports Day which included field events in the morning and track events in the afternoon</p> <p>7.Pupils will have the opportunity to try new events linked to the commonwealth games such as bowls and 3 v 3 basketball</p>		<p>Pupils developed their waiting for their turn and observing their team mates taking part</p> <p>6.Pupils competed as individuals but for their House, they had to show determination and resilience to compete in front of their peers.</p> <p>7. 10 pupils attending the Worcestershire SEND Commonwealth Games Festival at Bromsgrove School, they learnt to be competitive in new activities including bowls and cricket</p>	<p>8. Pupils will attend a Commonwealth Games Legacy event next year</p>
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Head Teacher:	Deb Rattley
Date:	19 th July 2022
Subject Leader:	Carina Taylor
Date:	19 th July 2022
Governor:	Lorraine Peterson
Date:	19 th July 2022